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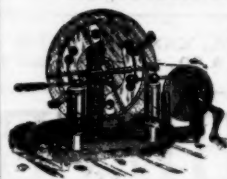
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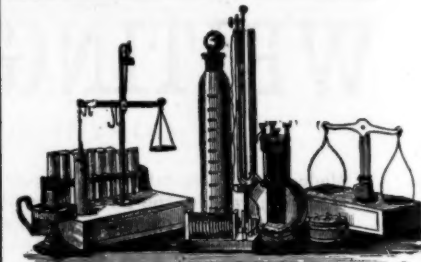
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THE marching of the school children of this city in last week's civic parade was superb. It impressed President Harrison, General Sherman and many other spectators, as the most remarkable feature of the whole display. The order of the pupils was perfect, their bearing dignified, and their whole demeanor without criticism. It was a striking tribute to the efficiency of the discipline in our schools. Many persons wondered how it was possible for boys to equal in military bearing and order the trained regiments of the city. The answer is evident. They have been trained to obey. When a command is given, instantly each pupil responds. There is no compromise or excuse. No military school could be more strict in its requirements than ours are. And this is necessary, from the very nature of our organization—the massing of large numbers in one building. Without this order, there would be confusion. We have had occasion to criticize the course of study, methods of teaching, and supervising of New York City schools, but we have never criticised their order and discipline. In this respect there is nothing more to be desired. And this is a great thing. Think of it! Obedience, immediate and unquestioning—order, without complaint—the merging of individual rights into the higher rights of the school. These are important things for a child to learn. We are members of a state, and as such we must learn to subordinate our personal interests to the rights of the whole. Anarchy can grow only where the supposed rights of the individual oppose the higher duties of the state. A republic is not possible where its members

are not willing to obey the decision of the majority. Our schools must teach children to become good citizens. It is a command of Christ to give willingly to Caesar the things that are Caesar's. Our New York schools are doing a great work when they train our children to take their places as loyal members of this republic.

THE editor of the *Tribune* of this city never wrote better sentiments than the following, from its issue of May 31. We put them on this page, so that teachers in all parts of our country may be certain to read what he said:

"The boys who marched in Wednesday's procession represented a principle which lies at the very base of our political and social system. They were not dependants, they were not objects of charity. They were taxpayers and citizens. They represented a system under which 12,000,000 children are trained from infancy to feel that they are by inheritance a part of the great Republic, that they are the citizens of the future, receiving at the hands of the people an education which is intended primarily to fit them for their duties as members of this great commonwealth. It was in the public schools, no doubt, that the mass of the militia of the various states, whose marching excited so much admiration on Tuesday, received their education. It was the public schools which furnished the Union Army, giving to the service of the country a vast body of men of probably a higher degree of education than were ever seen gathered into a great army before, and who were inspired by the fervor of their patriotism and the quickness of their intelligence to transform themselves into veterans with remarkable rapidity.

"No country in the world can show a prouder spectacle than our free-school system, or one more pregnant with hopefulness for the future of liberty. Almost everywhere throughout the country the common schools bore a conspicuous part in the celebration. The national songs were sung; the grand events of the period, the close of which is now commemorated, were recited; and the lessons of patriotism were instilled into hundreds of thousands of youthful hearts. In Chicago, the hot-bed of imported Anarchy, our flag floated for the first time over every school-house. The common school system is a great engine, not only for the diffusion of intelligence, but for the inculcation of patriotism. The seeds had been sown long before Washington was born; but as a defined system it has grown up almost entirely since he died. This is one large item to be remembered in the count for progress."

THOUSANDS of schools in all parts of the country are adopting improved methods. The following editorial, from the *Durango Herald*, Colo., is one proof of this statement. It is excellent:

"One of the most prominent features of the new education is that the school is to be made as attractive as possible, and the learning of lessons a pleasure rather than a task. The school-room should be made homelike by having its walls adorned with pictures, the desks and floor neat, and everything arranged in an orderly manner. Every room, also, should contain a well-used musical instrument, as nothing contributes more to make school work pleasant than good music. The teacher, not only should treat the pupils kindly, but should take an interest in their welfare. The methods of instruction should be such as to command and win the attention of every pupil so that the pupil will feel it a personal loss to miss a single lesson. If these conditions were attained it is claimed that the problem of irregularity in attendance would be solved.

"Give pupils as much general knowledge as possible. Set apart fifteen minutes each day for such work. See that the pupils are kept posted upon the important news of the day, and ask them to bring in interesting items or clippings relating to the studies. It is surprising how much information can be brought out in this way, besides adding interest and variety to school work."

How many teachers could make their schools far more pleasant and useful than they are if they would observe the wisdom here given!

THE RACE question in this country will not be settled until the whole land is fenced in, and all color distinctions have become obliterated. We do not desire to see that day. Now, we are a wonderful mixture of all sorts of peoples. Uncle Sam's farm is a large one, and his big heart loves the whole world, even the pig-tailed Chinamen. He opened his ports to everybody, until the crowds that came were so enormous he had to put up a temporary fence on our Pacific coast, but he is going to take it down when he gets ready. American soil is now the camping ground for Europe, Asia, and Africa, and it is going to be. We might as well attempt to keep back the tides of the Atlantic and Pacific as to try to change the decree of a universal brotherhood on our soil. We don't want to change it, but we must provide for it. One force, and one force only, can save us. This is public education—not mumbling, Chinese fashion, not repeating, Hindoo style, not reciting, after the old American and English form, but *thinking, doing—doing and thinking. This will save us.*

WE heartily agree with the *Boston Advertiser* that it is an admirable practice for teachers to invite pupils to give an account, each day, of important events mentioned in the newspapers. The *Advertiser* well says: "When such exercises are directed by judicious instructors, they cannot fail to exert a powerful influence for good on youthful minds. What, for instance, could have been more fruitful than a quarter of an hour spent in that manner each morning during the week just passed?" This is true; what could have been more beneficial than a talk about the Washington Centennial last week, or of France this week? When an event occurs, as the recent hurricane in the Samoa islands, a capital opportunity is offered for studying all the islands of the Pacific. A present, living event is a peg on which to hang a profitable and interesting story. A live dog is better than a dead lion, and a living event better than a dead history. We can become interested in the past *only* through the present. For this reason we devote a column each week to the discussion of current topics, and thousands of teachers value this space more than all the rest of the JOURNAL. But even these paragraphs could be used in a dead way. We must bring life to everything we do if we expect it to be beneficial. Especially is this true in school. A dull, heavy teacher, who drones out his sentences, had better preach to a congregation of fossils, who have so much confidence in his orthodoxy that they can sleep securely under his ministrations with perfect composure; but it is a sin to put such a man in the school-room.

A WELCOME friend, who has been absent for six months on a Southern tour, returned to this city a few days ago. Thousands greeted him with sincere pleasure, and turned out into Central Park and other breathing places to honor and enjoy the warmth of his presence. Cooling drinks were offered to his honor, and overcoats put away from his sight. It is probable that his stay with us will be brief, but he has promised to return again and see us later.

CALIFORNIA is just now in the glory of its flowering time. Roses are so abundant that a single bush, near San Jose, has just now three thousand blossoms on it. We congratulate our setting sun friends on their glorious climate, and we cannot help wishing that the Pacific coast was a little nearer New York, or, at least, that New York was a little more like California; but we can't have everything we want in this world. If we had, we should not care to move permanently to another home!

WASHINGTON,

FIRST IN WAR,

FIRST IN PEACE,

FIRST IN THE HEARTS OF HIS COUNTRYMEN.

Washington is the grandest figure in all history, and a hundred years has but added to the luster of his great name. His sound judgment, integrity, symmetry, and dignity of character, made him greatest of great men. This is high praise, but not too high. What are the elements in him teachers can study?

He had great patience.

His courage was of the first order.

His patriotism was unselfish.

His trust in God was firm.

He was the very soul of honor.

Thus his character gave him success.

Jealousy and petty ambition never entered his mind. His willingness to do faithful work regardless of the opinions of enemies was one of his remarkable qualities.

His brilliancy was not conspicuous.

His love for his plain and honest mother was wonderful.

His tenderness was conspicuous. His hand trembled and tears rolled from his eyes when he signed the death warrant of Andre. His uncomplaining devotion to his army at Valley Forge endeared him to the hearts of every one of his soldiers.

Let us entwine choicest flowers around the brow of our "Father," who has showed his love to us by so many acts of wisdom, love, and bravery.

We have had but one Washington,
We shall never have another.

Every child in all this broad land should learn to know and love this matchless man, whose life is so intimately connected with the birth of our nation, for love of country is only another name for love for the men who, both in war and in peace, have made our nation what it is.

The boys and girls of to-day will make the Washingtons, Adamses, and Jeffersons of the next century. In what condition will the second centennial of the inauguration of Washington find the United States of America? Children, you must answer this question. How will you answer it?

COUNTY TRAINING SCHOOLS.

The city of Norwich, Conn., has recently established a training school in connection with the free academy, at that place. Means for its support have been provided, so that it will not draw upon the resource of the academy. This is a step in the right direction. The time is not far distant when every county of any considerable population, will have a training school of its own for the special purpose of supplying good teachers to the rural districts. Our state schools do not directly touch the district schools, and from the very nature of their organizations they cannot. A well-qualified teacher cannot afford to sell her time for the miserable wages a country school offers, especially since there is a certainty of a change twice a year. These two elements are enough to destroy all the efficiency of our ungraded school work, viz.: change and poor pay. Until we discover some means of making rural school work attractive to persons better qualified, than boys and girls not out of their teens, they must inevitably suffer. The next great administrative reform in our country must have reference to these schools. We venture to make a few suggestions:

1. Make the town, or as it is called in the central and Pacific states—township—one district with a central organization, and an executive, responsible head. This superintendent should be chairman of a board of five, and to this board should be committed the entire care of the schools. We say *entire*, with thought, and mean that all arrangements, great and small, should be made by it, or by some one acting under their authority.

2. The schools of the township should be so graded, and located that in some, the advanced studies can be pursued. In the primary schools the elementary branches only should be taught. This will give the opportunity of employing at least two or three teachers permanently, and gradually educating public sentiment to the giving of more money for maintaining the schools.

3. The educational affairs of each county should be empowered to establish a county training school, for special professional work. This should not be an academy or high school, but a school of methods, pure and simple. We have been cursed long enough with academies, dubbed normal schools, and we devoutly pray that the curse may be soon removed. One genuine

professional training school in each populous county in this Union would be a mighty force for professional uplifting.

PRESIDENT BARNARD.

By PROF. NICHOLAS MURRAY BUTLER, Ph. D., Columbia College.

In responding to the request of the editor, to lay before the readers of the JOURNAL a brief tribute to the memory of him who has been called from "the highest academic distinction to which any ambition could aspire" to his eternal rest, I find myself unable to give adequate expression to my sense of the loss which the cause of American education has sustained in the death of Frederick A. P. Barnard, eighth president of Columbia College. Though a life of full four-score years was behind him, President Barnard's greatest work lay still before him. It had taken all these years for circumstances to combine to render possible the consummation of the lofty ideal which he had formed for the true American university, which should be at once the product and the inspiration of our national education. His great life ebbed painlessly and peacefully away, just when the fruit of his untiring labors was to be gathered in. To President Barnard's broad vision, wise judgment, and generous enthusiasm is due not only the Columbia College of to-day, but also the university which will rise out of it and above it in the near future.

In the scope and profundity of his learning, in the breadth of his sympathies, and in the unselfishness of his enthusiasm, President Barnard has had no equal in the whole long list of American educators. His work at Yale College, among the deaf and dumb, at the Universities of Alabama and Mississippi, and finally in a quarter of a century's service as president of our great metropolitan college, gave him an educational experience seldom, if ever, equaled. In the petty bickerings which some are wont to dignify with the name of educational discussions, President Barnard took no part. He was concerned with more lofty and more serious matters. Though a warm and consistent friend of technical and professional schools, he never believed that a group of such could constitute a university; and while ardently advocating elective studies in the college course, his judgment never confused a college, however liberal and multifarious its instruction, with that university for the creation of which he freely gave his ripest thought and tireless energy.

Scientist, scholar, educator, venerable and honored, President Barnard, with a good work well done, has

"Passed
To where beyond these voices there is peace."

EDITORIAL CORRESPONDENCE.

In spite of the intense devotion of the citizens of Chicago to material things, one cannot but witness on every street and shop that there is a firm belief in the power of education. My visit is intended to be brief, but I have found many things to interest me already.

Col. Parker is set down to address the public on Industrial Education at Central Music Hall, next Sunday; this is at the request of Rev. David Swing, who usually preaches there.

County Superintendent Lane is leading off in the patriotic effort to celebrate the centennial with flags; flags seem to be everywhere. The children of the schools here have heard of the centennial, and no mistake. If there is a single school that has not been electrified into patriotism during this month of April, we are sorry for it, very sorry. It is a great thing to have lived to see this year 1889; if one has lived to see it and does not shout "Glory to God!" he must be that one described by the poet:

"Breathes there a man with soul so dead!"

Supt. Glass, of Lynchburg, Va., has been visiting the Cook County Normal School for two weeks with sixteen of his teachers. What for? Why? They have come to learn about teaching. The school board of their town gave them leave of absence, provided them with substitutes, and pays their salaries while gone. That is a school board that deserves praise. They are wise. This superintendent is a remarkable man. Few in the South take the view of the situation he does. As the JOURNAL has long held, the thing to be done is to *lift the teachers*. Mr. Glass has organized a *permanent institute*; and laid out a course of study to run through three years. Such men are superintendents indeed.

Miss Josephine Locke, who is teaching at Normal

Park, has classes twice each week at 151 Wabash avenue, Chicago, Tuesday for clay work, Thursday for drawing and paper work. Teachers come to learn, some from the mission schools. The industrial movement is certainly spreading. (Is it not possible to find a better word? It pains one to write what does not describe the thing at all.)

A brief visit was made to Lake Forest Seminary to see Prof. Levi Seeley. He has charge of over 100 girls, and is delightfully situated. But he should be at the head of some normal or training school, for he is one of our ablest men in pedagogics. Few know the worth of such men to this country. If we stop to think, we will agree that there is a scarcity of men who are able to speak with authority on education. Heretofore every man who has taught a few years felt able to get up and talk at institutes; that day is coming to an end. Parker, Seeley, Sheib, and DeGarmo have given years of study in Germany to the subject of education. They are the first fruits of the new movement. They deserve to hold the highest rank as educators.

The spring meeting of the teachers of Northern Illinois took place at Aurora, April 26 and 27. The address of Dr. E. E. White, on "The Duty of the Hour," on Friday evening was spoken of as a most eloquent effort, and worthy the distinguished speaker. I did not arrive until Saturday morning, and so missed hearing it. I found about 300 teachers assembled, and all very earnest and attentive in listening to a lecture by Supt. Charles McMurray, of South Evanston, on "The Recitation." This gentleman is one of the few who have thought it worth while to spend three years in Germany in studying the science of education. He expounded the work of the teacher as only a student of education could. It was so very valuable that I give an outline of it.

1. An introductory discussion of the general principles of good recitation work: (a) *observation and experience* as a concrete basis for ideas, (b) *comparison and generalization* as a means of association and classification of knowledge, (c) *apperception*, or the process of acquiring new or partly new ideas, (from the known to the unknown, the simple to the complex, was here explained), (d) *awakening of interest*—one that should grow and become permanent, (e) *self-activity* and *self-doing*—using and applying knowledge, (f) *growth and exercise of will power*.

2. To reach these ends, the following five steps were pointed out: (a) Preparation by recalling familiar notions, (b) presentation of the new matter, (c) comparing with things known, (d) drawing out the general truth (e) application to new cases.

I do not know when I have listened to a sounder exposition of foundation principles. It looks encouraging that an audience of teachers will listen attentively to the philosophy of education; it has not always been so. A discussion by Supt. Bayliss, of Rockford, followed.

In the afternoon, Prof. Jenks, of Galesburg, discussed "School Preparation for Citizenship," and was followed by a most stirring talk by Supt. O. T. Bright, of Englewood. Mr. Bright widened the field tremendously; he would have the boys and girls caring for the poor, etc., which, while a good thing, seems to me to be outside of the field proposed by the subject under discussion, and outside of school work proper; yet, Mr. Bright always says things worth hearing. He described his school listening to an account of a poor woman, for whom they had raised some money for coal; when it was said it was useless to furnish coal in a house so out of repair, "Why cannot we fellows go and fix it?" was asked by an older boy, and it would have been hard to find a dry eye in that audience. Nevertheless, we doubt the propriety and right of putting on children the cares and responsibilities that belong to their parents, to say nothing about the extra demands thus made on teachers already heavily weighed down, as the Englewood teachers must be. Still Mr. Bright's heart is such a noble and great one, that all wanted to hug him for his utterances.

AMOS M. KELLOGG.

LIVE TEACHERS, NOT DEAD ONES.

Thousands of progressive teachers very highly value our weekly discussion of current topics. They are just what every school wants. Those who shut out the world of life from their class-rooms are living far below their opportunities. What is a school for? *Not for getting ready to live, BUT FOR LIVING*. Things of to-day are the things that lift up the soul. Mumbblings and mutter-

ings of the dead past are for dead men, not live ones. We are living in a grand era! Do you realize the fact, reader? Take your geography from the map of to-day. Take your arithmetic from questions of to-day. Take history-making to-day. Take your life and inspiration from to-day! Life is real! Keep up with the times! Don't be a poke or slow coach. You had better be dead, than become an antediluvian or a fossil.

ARBOR DAY.

The first authoritative observance of Arbor Day in this state, took place last week Friday, the day before the date of our last issue. Reports from all parts of the state show that an excellent beginning has been made. A state tree was voted for, the name of which will be published as soon as the result of the election is known. Elaborate programs were carried out in Kingston, Oswego, Lockport, Poughkeepsie, and Canajoharie, and many other large and small places. The setting of trees, in the state of New York, never received such an impetus as during the present season under the management of State Supt. Draper.

PRESIDENT ROARK, of the Kentucky State Teachers Association, in his address at Mammoth Cave, July 3, 1888, said that "within four years from now, we must have a state normal school for whites, where each white teacher can receive thorough preparation, at the expense of the state, to do the state's work? The old prayer of the negro of time past was, 'Give me a white man's chance!' The prayer can now be uttered with equal paths by the white teachers of Kentucky, 'Give us a negro's chance!' President Roark is sound. Let all have an equal chance; but it does sound a little strange to read a prayer from a white man asking for an equal chance with a negro, in the race of life. Was the prayer sincere?

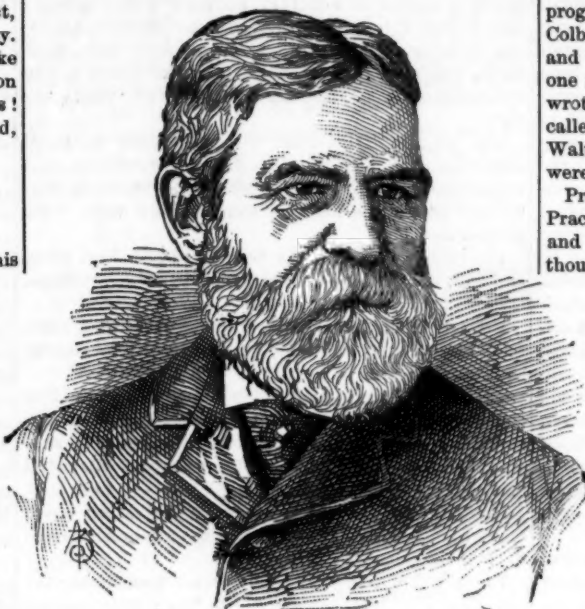
SUPT. E. T. PIERCE, of Pasadena, Cal., has resigned his position to assume his duties as principal of the Chico Normal School. There is considerable speculation in regard to who will be his successor as superintendent of the Pasadena public schools. Among those most prominently mentioned for the position, is Principal J. A. Foshay, of Monrovia, Cal., formerly commissioner in this state, and secretary of the superintendents' and commissioners' state association. He is a good man.

CITY SUPT. EDWARD SMITH, of Syracuse, this state, has recently resigned his position which he has held for twenty-three years. Principal A. B. Blodgett has been elected in his place. Supt. Smith is one of the best known officers in New York. Forty-four years ago he became connected with the Syracuse schools. This was three years before the city of Syracuse was organized. Ever since that time he has been in active work. We hope before long to give a fuller account of his labors, illustrated with a picture of his face, so that our readers in other states, as well as his many friends in this, may know how one of New York's oldest school-officers looks. But isn't the fact that Supt. Smith has been in official work for twenty-three consecutive years an excellent comment on stability of school officers in this state.

MESSRS. HENRY GAGE & SON seem to have touched a popular vein among the teachers in their excursion to Europe and the Paris Exhibition, as previously noticed in these columns. The demand for berths has been so great, that they have already had to increase their facilities in order to hold some accommodations in reserve for those who may come in toward the last. They inform us that they had no less than twenty-one applications for berths in one day last week.

The opportunity is certainly a golden one, and teachers who have \$150 to spend on their summer vacation, cannot do better than engage passage for this trip. One section of the excursion is about completed, but there is still room on the steamer sailing June 29, for those who apply early. Full information can be had by addressing H. D. Newson, Manager, 946 Broadway, New York.

ON the day of our recent centennial the American flag floated over every one of the Chicago school-houses. It should have floated over every one of the school-houses in all this land.



GEORGE AUGUSTUS WALTON, A. M.,

Author of Walton's Arithmetics, etc., etc., was born at South Reading, (now Wakefield) Mass., Feb. 22, 1822. He received his schooling at common schools and academies in his native place and vicinity, and was graduated at the state normal school, Bridgewater, Mass., principal, Col. Nicholas Tillinghast. Immediately after graduating, he commenced teaching school, and taught continuously from 1843 to 1868, with but two brief interruptions, one for further study, and one for the introduction of his books. He was first employed in mixed or ungraded schools, and subsequently in village and graded schools. The last of these was the Oliver grammar school of Lawrence, Mass.; of Oliver school he was principal for eighteen years. This school during his administration increased from one hundred and twenty pupils, to seven or eight hundred. Prior to taking the school, he was principal of the "Model School" at West Newton, an institution for observation and practice, connected with the state normal school at that place.

Mr. Walton has been employed as instructor and conductor of teachers' institutes in Massachusetts since 1861, and in the states of New York and Virginia, for successive years. He was appointed agent of the Massachusetts state board of education in 1869. This office he now holds. The duties of the office consist in inspecting and examining the schools in various parts of the state, in instructing teachers upon methods of teaching, and in addressing the public upon educational topics. The most noteworthy service done in connection with this office is his examinations in Norfolk county. The published report of these examinations is a most interesting document, giving the details of methods and results of examinations, which occupied six months in making, and a still longer time in tabulating; Lee & Shepard, publishers, Boston.

The honorary degree of A. M., was conferred by Williams College, in recognition of successful services in the cause of education.

As early as his first teaching in the "Model School," Mr. Walton employed the method of teaching numbers, recently known as the Grube method. It consists in making all the unions and separations of the smallest pair of numbers, before proceeding with larger numbers, and so on from number to number. The work was not at first carried to taking the fractional parts of numbers, nor did it include the senseless operations upon zero and one, with which the Grube method is burdened. Nor can it be claimed that it so thoroughly exhausted the possible operations upon one number, before proceeding to another, as has since been done.

Mr. Walton became joint author with Mr. D. P. Colburn, in publishing in 1850, an elementary arithmetic, entitled "The First Steps in Numbers, designed to lead the pupil to a Thorough Practical Acquaintance with the Elementary Operations on Numbers, and the Application of the Decimal System."

This was a book of small dimensions, but it was highly commended, and had considerable sale. It was the initial step to the introduction into the schools of this country of the Grube method.

Mr. Walton sold out to Mr. Colburn his interest in

this and other books, while their preparation was in progress; but subsequently purchased of the estate of Mr. Colburn, the copyright to the "First Steps in Numbers," and upon that little book as a basis, made two books, one a primary, the other a mental arithmetic; he also wrote and published with these a book of higher grade called "Walton's Written Arithmetic," thus completing Walton's series. These were published in 1864, and were succeeded by a key in 1865.

Previous to this, Mr. Walton prepared "A Table for Practice in the Fundamental Operations of Arithmetic," and a key containing dictation exercises with several thousand answers. These exercises are so dictated that each pupil of a class of fifteen to twenty is assigned a separate example, as readily as by an ordinary dictation; a whole class is assigned the same examples, and the key furnishes the teacher with the whole series of answers. This form of dictation had its origin in the Oliver grammar school, with Mr. Walton. The dictations were subsequently extended to all the various applications of arithmetic, a second-part key being prepared containing about five thousand problems.

Mr. Walton published a book of problems as co-author with Mr. Francis Cogswell, of Cambridge. This book contains a variety of modifications of "Walton's Tables." Similar devices appear in the serial problems in all the Walton's arithmetics. Mr. Walton published arithmetical wall charts, also jointly with Mr. Cogswell.

A second series of arithmetics by George A. Walton, and Mrs. E. N. L. Walton, was published in 1870. These were entitled "The Normal Series," and consisted of three books, of which the lower two were a slight modification of the lower books of the original series. The upper book was radically different. It was called "The Illustrative Practical Arithmetic," and was designed to illustrate a method of teaching, by which every definition and rule should be deduced from a practical example. This feature of the book was valuable as showing the natural method of teaching all subjects. It has had a marked influence in introducing into text-books of a recent date, a philosophical method. This pioneer book was not popular with routine teachers, though pronounced by some eminent educators the best arithmetic ever published. It finally gave place to the Franklin arithmetics by E. P. Seaver and George A. Walton. These arithmetics are a part of the series of mathematics by Messrs. Seaver and Walton. They have attained great popularity, being used by more than one-half of the school population of the author's own state, and largely throughout New England, and other parts of the country.

Walton's arithmetics are much indebted for their excellence to the skill of Mrs. Walton, who is a woman of great mathematical ability and who has had much to do with their preparation.

Mr. Walton's books have been successively published by Messrs. Brewer & Teleston, Messrs. William Ware & Co., J. H. Butler, Butler, White & Butler, and are now published by Messrs. Tainter Brothers & Merrill, New York.

SHORT PAPERS AND SHARP DISCUSSIONS.

By SUPT. J. M. GREENWOOD, Kansas City.

In three months the National Educational Association will be in session at Nashville, Tennessee. May the powers that be preserve us from the long-winded papers, such as were read in San Francisco last summer, and the dull documents read in Washington last March. Notwithstanding that educators are the most inveterate talkers, ministers excepted, their written productions should be limited. A man who has something to say, and who can't say it in twenty-five or thirty minutes, should make an application to the court, and have a guardian appointed for the protection of the public. To compel an audience to sit and listen for an hour and a half to a prosy document on muddy metaphysics, or the history of normal schools, or the new education, or manual training, or the glorification of supplementary reading, is an outrage which ought not to be tolerated in any educational association. The threadbare subjects that have been written on and discussed for the last ten or fifteen years can be treated briefly, yet clearly, with all the salient points presented, in from twenty to thirty minutes. It so happens that in every audience there are persons who are well informed on the subject which the essayist is presenting. Instead of such long papers, plenty of time should be allowed for full and free discussion. In this way papers are simply valuable in provoking thought, and the discussion enables an audience

to judge of the merits or demerits of the essay presented.

No paper at the National Association should exceed thirty minutes; this rule will apply to every department. For the last several years the papers have been so long, so heavy, so cumbersome, so full of fatty degeneration, that the audience many times have gone to sleep, and even the most orthodox had to yawn to keep themselves awake, and not unfrequently under the depressing influence, the auditors, to save their reputation as well as their comfort, have quietly left the room.

Superintendent Marble is a practical man, not given to long speeches himself, and it is to be hoped that he will rule the long-winded down; if they can't make their speeches in a limited time, the gavel should fall.

An abuse which has crept into the National Association, is the custom of allowing the person opening the discussion to use more time than was occupied in reading the original paper. A discussion in general should be oral, and probably ten minutes, or fifteen at the most, would be sufficient to set the ball in motion. A set paper, not intended as a reply, but simply as a presentation of the points to be discussed, generally traverses much of the ground that has been covered by the first, without producing much new matter.

The proceedings of the association have become so cumbersome in bulk as well as matter, that the reading is not much better than that of patent office reports. The motto should be, "Cut down, cut out, and cut off all long-winded papers," and under President Marble's administration it can be most satisfactorily accomplished. There has not been a paper published in the last three years, in any one of the sections, that would not have been strengthened by taking out half of the words, and omitting one-fourth of the remainder. If any person will read these reports, he will be satisfied of the accuracy of these statements.

"VITAL QUESTIONS CONNECTED WITH SOUTHERN EDUCATION."

By SUPT. ALEX. HOGG, Fort Worth, Texas.

You ask me to write, "at once," an article on the above text, your own selection. I hasten to comply.

Up to the war the South had only to provide for the education of the whites—the colored man was debarred by statute from instruction; his labor contributed very largely to giving the white man the opportunities to become educated. The labor of the colored man contributed both to the means as well as the time necessary for study, and hence upon reference to Appleton's Encyclopedia (Vol. V., title "common schools,") you will find (1857) that the Southern states, especially Alabama, was the superior of Massachusetts in the school-room. Denominational colleges, and even state universities were multiplying very rapidly. Bountiful provisions were made for the higher education, private academies preparing students for these colleges. The education in those days was confined not to the three R's, but to the three studies (to the angles of the equilateral triangle) of the their curriculum—*Latin, Greek, and mathematics*. Hence Southern society was made up largely of professional men, lawyers, doctors of medicine, and doctors of theology, with here and there a school-teacher. The war ended. The whole organization of the heretofore Southern social, and political status is changed. The slave becomes a freeman, a sovereign, a voter, and by simple fiat. The results of the war go even further. The white man finds himself penniless, on account of his possessions having been wasted in the war; and having lost his most productive capital, the readiest cash, he finds himself burthened with the support of both state and federal governments, taxed to meet new obligations, to furnish education for the former slave, the producer heretofore of his wealth. Or, to put it a little differently, the case may be likened to a capitalist who cuts off regularly the coupons from an interest bearing \$1,000 note to-day. To-morrow this same capitalist is called upon to pay the same amount that he has been in the habit of receiving, although stripped of his possessions.

Hence at the close of the war, we find the Southern states confronted with this problem, to educate more than

DOUBLE THE FORMER SCHOOL POPULATION,

and really with less than one-half of the former means to do it. During the war the education of the whites was totally neglected, and as a result you find the white voters from 1870 to 1880, increasing in every Southern state with the exception of Delaware.

We have had since the formal close of the war, now

nearly a quarter of a century, a kind of peace—a cessation at least of military operations. The South has been, and is recuperating; still we find a single state, New York, with more taxable values than the entire Southern states, omitting Missouri. Now, to your "vital question."

The most vital question connected with Southern education is to prepare the enfranchised colored man to exercise his right to the ballot, and at the same time to give the white man an equal chance with "his brother in black."

The records show that the Southern states have done, as states, the same for both races, so far as the privileges and facilities of education go.

But the facts also show that these privileges, these facilities, do not go far enough, and simply because of the lack of means.

This state, Texas, has made in lands what would be considered in the Northwest princely provisions for the education of all the children, could the land be converted into gold by the touch of some modern financial Midas.

Here the scholastic population is increasing much faster than the school funds. The apportionments from the state are annually falling off.

To meet this deficiency the cities tax themselves; the counties, with few exceptions, do not; they cannot. What is true of Texas, is true to a great extent in all the Southern states, viz., that while all are improving in their school work, it is not proportionate to the increase of the school population. My remedy for this is in

THE GENERAL GOVERNMENT.

The duty of the government to prepare its voters to read the ballot cast cannot be gainsaid. The principle that I base this duty upon is as old as RIGHT AND WRONG.

"The right" assumed by the government, first, in manumitting, and second in enfranchising, the colored man carries with it "the duty" to prepare him for the intelligent exercise of this highest prerogative of citizenship.

Said Mr. Jefferson: "If the press is free and every man able to read, all is safe."

Can every man, can every voter read the ballot he is casting? Turn to the census. The increase in white illiterate voters (1870-80) was 96,279; of colored, 94,392.

If universal suffrage must continue, universal education must be provided for, and by the only power able to do it, the general government.

And in this position I do not fear centralization. The states are as separate, as sovereign, and independent as before the war, and the perpetuation of this Union demands this relation.

The aid of the states in their independent capacities will foster patriotism, which should be one of the abutments of our educational arch; virtue, (truth, honesty, and morality) should be the other. The result of such education will be good citizenship.

The divorce of state and church in our Republic has placed the state in charge of the education of the masses—has made the state responsible for the training of its future citizens—rulers, whether voters or lawgivers, and the first requisite for this task is means. Said the great Montecucculi: "If you are preparing for war and wish to become victors, you must have three necessary things; first, money; secondly, more money; thirdly, much more money."

We need in our warfare against this increasing illiteracy—means, more means, much more means; and if the states cannot furnish it, the general government should do it for the states, through the states. I do not believe that revolutions ever go backward, would not have the revolution by which the colored man has been enfranchised reversed, but I would have my own white brother receive in this distribution an equal share.

I trust the present administration, as indicated in the President's message, will endeavor, through a broad education of the whole man, of the heart and hand, as well as the head, to solve the race question before trying other, and even more expensive, experiments. My hope for the colored race is in the colored race, through their own teachers, prepared specially for their instruction.

I have had some experience with the colored people, both as slaves and as freemen. I was raised with them, was really educated through their labor, and have had much to do with their education, having been superintendent of city public schools much of the time since the war. My testimony is: Give them time, and opportunity, and means, and the result will verify my anticipations.

SAUVEUR SUMMER COLLEGE OF LANGUAGES,

BURLINGTON, VERMONT.

The fourteenth session of the college will be held at the University of Vermont, commencing July 8, and continuing six weeks. The instruction will include, for the adults, French, German, Italian, Spanish, modern Greek, and Romance languages; Latin and ancient Greek, Anglo-Saxon, comparative grammar of the English language, and the formation of modern English, English literature and rhetoric. The children will have French and German classes.

The classes will meet every day except Saturday, and the lessons will be given from 8 A. M. to 1 P. M., and from 4 P. M. to 5 P. M. Saturdays will be devoted to recreation. The course of instruction in the English department will be varied and comprehensive, including the philological, historical, literary, and rhetorical phases of the subject. The course will be introduced by a series of lectures, tracing the origin and development of the English language. Pupils will be assisted in finding the best accommodations for board and rooms by Miss H. L. Burritt, Burlington, Vt., and for such information all letters should be addressed to her. French, German, Italian, Spanish, and modern Greek tables will be formed. Those applying for board to Miss Burritt are requested to state what language they desire to speak at the table. President of the college, Dr. L. Sauveur, 6 Copley Terrace, Roxbury, Boston, Mass.

STATE NORMAL INSTITUTE.

MORGANTOWN, W. VA.

The second annual session of this institute will begin June 28, and continue six weeks. This institute is designed, first of all, to be in the best sense a summer training school for West Virginia teachers. Its purpose is to furnish both fundamental and technical instruction to those teachers who desire to rise in their profession, and who find the summer vacation the best time for self-culture. There will be adequate instruction for teachers in the normal or high school, the common school, the primary or kindergarten, those preparing for college, or desiring to pursue or review any special branch of a college course. In the common English branches and mathematics the books prescribed by law for West Virginia schools will be used, and teachers will please bring these books with them. No pains will be spared by the management to render attendance pleasant as well as profitable. Address Edward S. Elliot, Morgantown, W. Va.

PENNSYLVANIA SUMMER SCHOOL OF METHODS.

The Pennsylvania summer school of methods will hold two sessions during the season of 1889. The first session will be held at Altoona July 15 to August 3. The second session will be held at Norristown August 5 to August 24.

The members of the faculty are as follows: Miss Lelia E. Patridge, president; Supt. Will S. Monroe, secretary; Dr. Z. X. Snyder, superintendent of schools, Reading, Penn.; Dr. Thomas M. Balliet, superintendent of schools, Springfield, Mass.; Prof. A. E. Maltby, Indiana, Penn., normal school; Miss Eva J. Blanchard, West Chester, Penn., normal school.

Miss Patridge will give lectures on methods of teaching; Dr. Snyder will have charge of the science department; Dr. Balliet will lecture on psychology; Prof. Maltby will have charge of the department of manual training and drawing; Miss Blanchard will teach the model school, and give instruction in primary work; and Supt. Will S. Monroe, of Eureka, Nev., will have charge of the business department.

LAKE MINNETONKA SUMMER SCHOOL.

The third annual session of this school will open at Excelsior, Lake Minnetonka, on Tuesday, July 9, and continue four weeks. No examination will be required for entrance; and it is hoped that all who come will secure such help as they most need. Students may enter at any time, but it is exceedingly desirable that all be present promptly at the beginning of the term, and remain until its close, that no time may be lost in organizing. Teachers will bring such text-books and reference books as they may have. For further particulars and catalogue, address H. B. McConnell, director, Minneapolis, Minn.

AN EXCELLENT PAPER.

A remarkable paper on the Training of Teachers in Austria, by Dr. Hannak, of Vienna, translated and edited with an introduction by Dr. Edgar D. Shimer, of the school of pedagogy, University of the City of New York, has been published by the College for the Training of Teachers, this city. Dr. Hannak's treatment of the subject he discusses is admirable, and Dr. Shimer's introduction very happily supplies many facts concerning American and German training school work needed to give English readers a correct knowledge of the subject. We shall give this pamphlet a fuller notice next week.

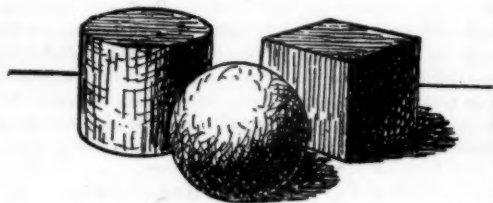
TYPE FORMS IN NATURE.

By LANGDON S. THOMPSON, A.M.,

Supervisor of drawing in the public schools of Jersey City, N. J., and author of "Manual Training for Primary and Grammar Schools."

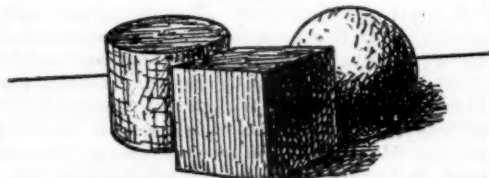
In beginning a course of form study, it is very important that we proceed in a systematic and logical manner. Several classifications of natural and artificial type forms now before the public seem defective in logical arrangement.

THE SPHERE.



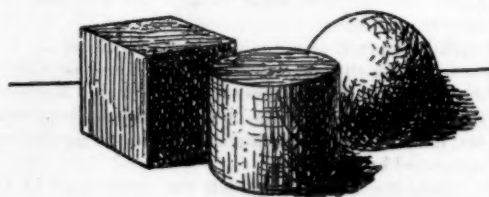
All agree that the sphere is the favorite form of nature for solids. She fashions her worlds, her fruits, her seeds, her dew-drops, according to this form. Perhaps nature delights in this form because she is economical; and because she knows there is no other form than the sphere that can inclose so great contents with so little surface or covering. Let the child then, as suggested in kindergarten work, begin the orderly study of form where nature begins it, that is, with the sphere.

THE CUBE.



Over against the sphere we have the cube as an artificial form. It is a type for all rectangular solids, as the sphere is for all solids which give a profile outline from every point of view. Nature finds it easier in her laboratory to produce a sphere than a cube. Man, when dealing with wood and metals, and with ordinary tools, finds it easier to construct a cube than a sphere. Hence the cubical or rectangular form becomes a favorite one with the artisan. And since we learn by contrasts, by comparisons, by discovering differences, the cube is undoubtedly the very best form to follow, or rather to be used in connection with, the sphere.

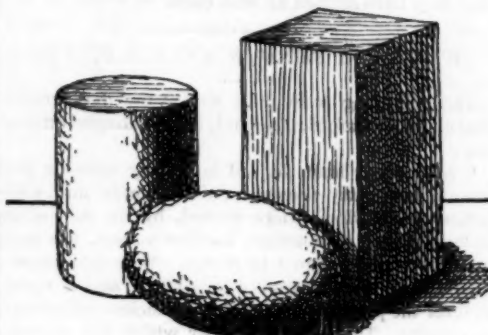
THE CYLINDER.



We believe most thoughtful teachers are agreed that the cylinder is intermediate between the sphere and the cube, partaking of both. But what kind of a cylinder is meant? The word cylinder is definite enough for mathematical demonstrations of universal principles, but for the purpose of distinguishing shapes it is exceedingly indefinite. A fine wire thread, a mile or a million of miles long, is a cylinder; so is a disk, cut from pasteboard, a mile or a million of miles in diameter. Evidently neither an oblong cylinder nor a circular plinth can be truly intermediate between the sphere and the cube. The only cylinder that is really intermediate between these two solids is one whose height is the same as its diameter. In mathematics we have no need of

names to distinguish the different kinds of cylinders; but in talking of forms, such names would be very convenient. We may correctly say an oblong cylinder, or a circular plinth, in speaking of the cylinder in its extremes. But what shall we call this intermediate cylinder? Is there any serious objection to calling it an *equilateral cylinder*? If so, although we may differ as to the propriety of the name, we cannot but agree that the cylinder so described is the true intermediate between the sphere and the cube; and that it is the one that ought to be used in this connection, instead of the oblong cylinder generally used.

THE SPHEROID, OR THE ELLIPSOID.



Let us go back again to nature. She loves variety as well as economy; but her variety begins by varying a type form already in existence. Hence, instead of creating an entirely new type, she varies her first one, the sphere, and we get in common language a spheroid, or an ellipsoid of some kind. These two terms are almost as indefinite as to shape as that of cylinder; and some authors have added to the confusion by using the word ellipsoid for a lengthened sphere, and spheroid for a flattened sphere. Both the dictionaries and the mathematicians allow us to say either an oblate spheroid, or an oblate ellipsoid; a prolate spheroid, or a prolate ellipsoid; but either spheroid or ellipsoid, when used with regard to form, and without its qualifying adjective, means so much that it means nothing. We prefer prolate spheroid and oblate spheroid, because these terms are more accurate, and they suggest the type form, the sphere, on which they are based.

THE PROLATE SPHEROID.



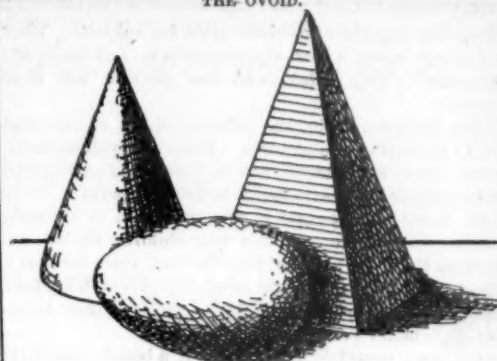
The sphere may be varied in two ways: (1) by drawing out or lengthening both ways from the center, one of its diameters and the adjacent surface; or (2) by compressing, or shortening one of its diameters. By the first method we get the *Prolate Spheroid* which is a natural form well beloved by nature. Opposed to this in form is the oblong square prism of like dimensions, which might be derived from the cube by lengthening one of its dimensions. The oblong square prism (square prism unqualified is as indefinite as to form as cylinder) should follow, or be used in connection with the prolate spheroid, for the same reason that the cube follows the sphere. We now find the proper place for the oblong cylinder, which some have placed between the sphere and the cube; it is the true intermediate between the oblate spheroid and the oblong square prism.

THE OBLATE SPHEROID.



By compressing or shortening equally toward the center, one of the diameters of the sphere, we get the oblate spheroid, also a favorite form of nature for storing away precious materials. The artificial form that should be contrasted with it is the flattened cube, or the square plinth of the same dimensions; and the intermediate solid between the oblate spheroid and the square plinth is the low cylinder, or the circular plinth of like dimensions.

THE OVOID.



The ovoid may be said to be a modified sphere; or it may be derived from the prolate spheroid by making one end more pointed than the other. This form is as truly claimed by nature as the sphere or the spheroids. The merest inspection will show that the artificial form to be compared with it is the square pyramid; and that the intermediate form is the cone.

If the foregoing discussion is logical, the type solids should be arranged in the following order:

Sphere, Cube, and Equilateral Cylinder; Prolate Spheroid, Oblong Square Prism, and Oblong Cylinder; Oblate Spheroid, Square Plinth, and Circular Plinth; Ovoid, Square Pyramid, and Cone.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

May 19—Nath. Hawthorne, Am. author, died—1864.
May 20—John Stuart Mill, Eng. philosopher, bn.—1806.
May 21—Maria Edgeworth, Eng. authoress, dd.—1849.
May 22—Alexander Pope, English poet, born—1688.
May 23—Thomas Hood, English poet, born—1798.
May 24—Stephen Girard, Am. merchant, born—1750.
May 25—R. W. Emerson, Am. writer, born—1803.

PRIMARY WORK.

By SUPT. W. R. PRENTICE, Hornellsville, N. Y.

In primary work, two things should chiefly engage the teacher's attention; first, to stimulate thought, and second, to secure its correct expression. No lesson should be given that does not call out thought, and no work given the pupil to do except to express his thought. We believe that a child might as properly be taught to walk on one foot as to be exercised in committing to memory things of any sort that have no meaning to him.

In our primary rooms, our pupils are at once put upon the task of expressing correctly (orally) the ideas they already have. We do not hurry to teach them the written form. We teach first the words the children use most.

In number, we proceed on the same plan, using the Grube method. No words are ever put into the pupil's mouth. He is encouraged to express himself in his own way. We use objects in great variety,—corn, beans, pebbles, nuts, spoons, Stieger's kindergarten sticks in all colors, Milton Bradley's toy money (these things are very cheap), blocks, (these last made at a planing-mill, almost as cheap as kindling wood) tooth-picks, apples, oranges, flowers, etc.

The question is often asked, "Why use so many objects?" The answer is, "That we may be sure the child thinks. *Positively*, at this age, I would rather he would think, "Four and three are seven," and show it with objects, than to remember it absolutely.

A pupil is early led to illustrate every operation in number by means of stories, always in his own language, the teacher only correcting grammatical expressions. Pupils are encouraged to extend their stories to a large range of objects.

Something of number is learned in this way, but more of language. The stories printed in your issue of Feb. 9, were not "told by the teacher," but were in each case a *literal transcript of the child's own words*. This is one method of "expression." The other method is by means of drawings. After children have been in school a month or two, they begin to illustrate their number stories, and the variety of ways in which they do this is simply marvelous. No hints are given them in regard to subjects, but they dive at once into

their own experience or observation for subjects. They bring up some queer representations, but they are interested; they think, and the pictures tell their thought.

The blackboards in our primary rooms are covered every day with these pictures. There are bridges, boats, sleds, boys, girls, trees, flowers, cups, boxes, baskets, fish, engines, cars, articles of wearing apparel of every sort, hung on the line to dry, all kinds of animals, houses on fire, etc. In this way children do not get farther than the number ten, the first year, and but a short distance in the first reader; but anything they know they can tell, and anything they *tell* they *know*, which is better yet.

One very useful device with us is a board exactly 12 inches square, and one inch thick. This is marked off by lines one inch apart each way, with holes punched at the intersections. About twenty of these are placed in each primary room. On one side, with shoe-pegs, they make designs and separate numbers into two's, three's, etc. On the other side they do their clay modeling. The child here has constantly before him the figure of an inch and a foot. These boards are also carried to other rooms where they illustrate square inch, cubic inch, square foot, board foot, and cubic foot. I should have said that fractions are taught from the beginning, the children breaking tooth-picks to illustrate the half, third, etc., of all numbers they learn.

The tables of measurements are carried along from the beginning, by actual use. No abstract numbers are used in the first four years' work.

We do not believe in examinations, nor in keeping any pupil back, if his chances for profit will be greater by going on. Nor, do we think it necessary that a class of a given grade in one school, should read on the same page, spell the same words, and write the same copy as a like grade in another school. This cannot be done without injustice, unless they have had equally good instruction at every previous step. We have found that less than five per cent. of our pupils change their residence during the year, and the greatest good to the greatest number should certainly be our motto in all school work.

LANGUAGE LESSONS.

For every grade of pupils there must be selected appropriate subjects on which they can express their thoughts. Suppose the teacher has a school of forty pupils, arranged in four classes D, C, B, A. Here is an outline of the work for each class:

D. These are in the First reader.

1. They will copy 10 words in columns from their readers.
2. Select a word and put on the blackboard, as "dog" and let them write 10 sentences.
3. Select some "idiom" as "I saw ——" and put it on the blackboard, and let them write out 10 sentences. This will give some idea of the work this class may do. It should be different day by day.

C. This class is in the Second reader.

The course planned for the D class may be pursued by the teacher with this class, except it will be more advanced.

1. Copy 10 words from the reader in columns.
2. Write 5 words beginning with *m*, etc.
3. Write 5 words each with *o* in it, etc.
4. Write a story of 20 words about your father.
5. Write the names of 5 things you now see.

B. This class is in the Third reader.

1. Write a piece of 25 words about an apple.
2. Write what you saw at church.
3. Write any piece of poetry you know by heart.
4. Copy in columns, twenty-five words from the reader.

A. This class has the Fourth reader.

It will pursue somewhat the same course as the B class, writing short pieces on subjects assigned, copying words, etc. In addition to this, they should learn to *classify words*. Rule strips of paper as below. These can be pinned to the top of a sheet of paper.

Noun.	Pronoun	Verb.	Adj.	Ad.	Prep.	Conj.	Inter.
soldier	his	discharged	a	not			
shot			farewell				

1. The sentence "Not a soldier discharged his farewell shot," will be classified in this way. The strip on which "Noun," etc. are written, can be removed and used again on another piece.

2. Selecting synonyms, for example, give "distant." They will bring in *far, remote, inaccessible, yonder*, etc.
3. This class should learn ten good pieces of poetry during the year at least. These should be learned, and the reasons why they are good pointed out.
4. They should read from the standard authors.
5. They should know about the great writers.
6. They should write, from time to time, on subjects that they have studied up with care.

WHY SIXTY SECONDS MAKE A MINUTE.

The following from Max Muller, the distinguished philologist of Oxford, England, is exceedingly interesting:

"Why is our hour divided into sixty minutes, each minute into sixty seconds, etc.? Simply and solely because in Babylonia there existed, by the side of the decimal system of notation, another system, the sexagesimal, which counted by sixties. Why that number should have been chosen is clear enough, and it speaks well for the practical sense of those ancient Babylonian merchants. There is no number which has so many divisors as 60. The Babylonians divided the sun's daily journey into twenty-four parasangs, or 720 stadia. Each parasang or hour was sub-divided into sixty minutes. A parasang is about a German mile, and Babylonian astronomers compared the progress made by the sun during one hour at the time of the equinox to the progress made by a good walker during the same time, both accomplishing one parasang. The whole course of the sun during the twenty-four equinoctial hours was fixed at twenty-four parasangs, or 720 stadia, or 360 degrees. This system was handed on to the Greeks, and Hipparchus, the great Greek philosopher, who lived about 150 B. C. introduced the Babylonian hour into Europe. Ptolemy, who wrote about 150 A. D., and whose name still lives in that of the Ptolemaic system of astronomy, gave still wider currency to the Babylonian way of reckoning time. It was carried along on the quiet stream of traditional knowledge through the Middle Ages, and strange to say, it sailed down safely over the Niagara of the French Revolution. For the French, when revolutionizing weights, measures, coins, and dates, and subjecting all to the decimal system of reckoning, were induced by some unexplained motive to respect our clocks and watches, and allowed our dials to remain sexagesimal—that is, Babylonian, each hour consisting of sixty minutes. Here you see again, the wonderful coherence of the world, and how what we call knowledge is the result of an unbroken tradition of a teaching descending from father to son. Not more than about a hundred arms would reach from us to the builders of the palaces of Babylon and enable us to shake hands with the founders of the oldest pyramids and to thank them for what they had done for us."

BUSY WORK.

By GEORGIA FULTON.

1. A pint of shoe-pegs, costing five cents, can be used in many ways. A simple table in addition, subtraction, multiplication, or division may be written on the board, and the little pupils make it on their slates, or desks, with the pegs; then they can make pictures of houses, animals, etc., or form the Roman capital letters with the same.
2. A box of wooden toothpicks, costing eight cents, may be used in forming geometrical figures, etc.
3. A fifteen-cent box of colored pencils, or crayons, give much pleasure, when the little ones are allowed to color the pictures in sample leaves of histories, seed and flower catalogues, or to draw outline pictures for themselves and then color them.
4. Give small pieces of newspaper, or leaves from old books, and let pupils write a list of all the words that they know.
5. Write list of words, each containing a certain letter, or all to commence with the same letter, or containing a certain number of letters.
6. Write Roman tables, or tables in figures on board or slate.
7. Write picture-tables, using stars, apples, fishes, dots, crosses, etc., instead of figures; let pupils devise new pictures for their tables.
8. Make, or buy, a box of letters! give a few to each child to spell words with, etc.

DEVICE FOR TEACHING ROMAN NUMBERS.

By MATILDA C. SKENE, Astoria, N. Y.

The teacher can draw on the board a string of articles as a glove, knife, pail, brush, pitcher, shovel, tumbler, and ink-stand. Put the price on each article in Roman numbers. The teacher says, "We will all play store," at the same time removing the covering which has been over the pictured articles.

Teacher: "We often see goods marked in such a manner that no one but the store-keeper knows what it means. Now this is our mark for five, (placing a V—5 on the board) and this our mark for ten" (placing X—10, on the board), using the numbers to ten or five as the children may grasp them. The Roman numbers with the Arabic opposite may be left for a short time on the board, for the children to consult.

Teacher: John may be store-keeper, and Mary may ask the price of three articles.

Mary: "What is the price of that broom?" pointing to the article wished for.

John: "That broom is worth three cents."

The children will go on in this way, the teacher changing the store-keeper and purchaser often.

If the store-keeper makes a mistake in the price of any article, the other children will quickly call his attention to it. It is surprising how quickly they will learn the numbers in this way. Another day this same device can be used in number work, the purchaser buying two brooms at five cents, etc. A teacher with ingenuity can make any number of examples from this, and will be surprised to find how wonderfully the children enjoy store-keeping.

GEOGRAPHY.—NORTH AMERICA.

By ELIZA H. MORTON, Portland, Me.

II.

We will fancy some good fairy has loaned us each a pair of seven-league boots with which we can step twenty-one miles at each stride. Now we will take a walk along the coasts of North America. The entire distance around the continent, measuring all the indentations and projections, is nearly equal to the distance around the world. Do you remember how far that is? It is twenty-five thousand miles around the world.

You have a good memory. We will now skip lightly along the cold, frozen coasts of the north, and notice the icebergs floating in the water. There comes one of which I will read you a description. (Teacher reads from a book of travels.) We have now reached the Bay of Fundy, in which are the highest tides in the world. See, the tide is coming in now! O look at those oxen run! If they are not careful they will wet their feet. I have read that cattle are sometimes overtaken by the tide and drowned. The coast of Maine seems to be high and rocky, but you can not fail to notice the fine harbors all along the northern part of the Atlantic coast, and I know you must admire the beautiful vessels coming and going constantly. Farther south the coast seems to be low and swampy, with sandy islands on which grow sea-island cotton. I have here a bit of sea-island cotton which I will allow you to examine. We will compare it with cotton that grows inland. (The teacher displays specimens of cotton, and talks a few moments about its culture.) Florida is low and sandy and of coral formation. Here is a bit of coral. It seems hardly possible that some islands and peninsulas are built from the sea by tiny living creatures.

(The teacher continues the journey, noticing the Mississippi delta with its alligators, the shores of Central America with their tortoises, and California's dangerous rocky coast. The names of the principal projections, and indentations are printed on the outline map as they are passed by the party.)

When the tide is very high the upper part of the peninsula of California is covered with water, transforming the peninsula into what?

Into an island.

What cape divides the Pacific coast into two nearly equal parts?

Cape Mendocino.

What have we been studying about, and what shall we write for our next topic?

Coasts.

That is correct. Now open your books, take your rules and find the longest distance across North America from east to west, also from north to south. The scale of the map is shown near the map.

It is about three thousand miles wide and about four thousand, eight hundred miles long.

How long would it take you to walk across North

America, from the Atlantic coast to the Pacific, walking at the rate of thirty miles a day?

It would take one hundred days or over three months.

I will write a table on the blackboard, showing the number of square miles in each continent. How does North America rank in order of size with the others?

It ranks third in size.

Is it larger or smaller than South America?

It is larger than South America.

Compare its size with that of Oceanica and Europe, combined.

It is about as large as Europe and Oceanica together. North and South America combined are about as large as Asia.

That was a good thought. I am glad to see you use your eyes and brains. What is our next topic?

Size.

You may copy these topics into your blank-book and study them for your next lesson, finding out all the new things you can about each. It would be a good plan for you to write all you learn about each topic, and thus make a geography of your own as the lessons progress. You can make an outline like this on the portable blackboard by laying a piece of thin paper over the map in your book, tracing the coast line, and then pasting the paper on cardboard and cutting out the form of the continent with the scissors. Lay the form on a blank page in your book and mark around it, and you will have an outline map on which you can print the names of the most important peninsulas, capes, bays, gulfs, and islands. Perhaps you can learn some very interesting fact about some portion of the coast of North America to tell me at the next recitation. There are many wonderful places and strange objects to be seen along its shores.

Lessons of this kind can be given, using any geography as a reference book. The oral lesson should precede the study of the reference book from topics, if time will permit; if not, the oral lesson should be condensed and given when most convenient. A portable blackboard can be easily made by tacking a piece of unglazed black cambric over a thin board. A thin coating of lampblack and shellac spread over the cambric will make its surface hard and smooth. The outline of any continent can be easily obtained by the help of the blackboard stencils now so extensively advertised. It is time for teachers to break away from slavish adherence to encyclopedic geographies, and to place such books where they belong, namely, on the shelf or desk by the side of the dictionary.



GEORGE STEPHENSON.

First Pupil.—BIRTHDAY.

Born June 9, 1781, in the colliery village of Wylam, about eight miles west of Newcastle, England.

Second Pupil.—EIGHTH YEAR.

At the age of eight years George began to help support the family, as his parents were poor. One day he went with his sister to buy a bonnet, but she did not have enough money to buy the one she wanted. "Never heed, Nell," said George, "come wi' me, and I'll see if I canna win siller enough to buy the bonnet; stand ye there till I come back." When he returned he had the necessary money, that he had earned by "Hauddin the gentlemen's

horses." His favorite amusement at this age was erecting clay engines.

Third Pupil.—SEVENTEENTH YEAR.

His father was fireman of a pumping engine, and George was engineman or plugman. His duties were to watch the engine, see that it worked well, and that the pumps were efficient in drawing the water. His engine became a sort of pet with him, and taking it to pieces in his leisure hours for the purpose of cleaning it, he soon acquired a practical knowledge of its construction and mode of working.

Fourth Pupil.—GOES TO NIGHT-SCHOOL.

Although he was in his eighteenth year he had not yet learned to read. He took lessons in reading and spelling three nights in the week, and soon learned to read. At the age of nineteen he was proud to be able to write his own name.

Fifth Pupil.—A TRAVELING ENGINE.

In the year 1813, he entered upon the great work of constructing a "traveling engine." He knew there had been many failures in this line, but he was not discouraged. His chief difficulty was in finding workmen sufficiently skilled in mechanics and in the use of tools to follow his instructions.

Sixth Pupil.—ENGINE COMPLETED.

After much labor and anxiety the engine was completed, and was placed upon the Killingworth Railway, July 25, 1814.

Seventh Pupil.—DEATH.

Died August 12, 1848. His remains were followed to the grave by a large body of his work-people, by whom he was greatly admired and loved.

MEMORY GEMS.

From the lowest depth there is a path to the loftiest height.

—CARLYLE.

He who has not a good memory should never take upon himself the trade of lying.

—MONTAIGNE.

Sin has many tools, but a lie is a handle that fits them all.

—HOLMES.

Quarrels would never last long if the fault was only on one side.

We should always act the truth as well as speak the truth.

Our own heart, and not other men's opinions, forms our true honor.

—COLERIDGE.

Beautiful hands are those that do deeds that are noble, good, and true.

Go to the ant, thou sluggard; consider her ways and be wise.

—BIBLE.

Without a rich heart wealth is an ugly beggar.

—EMERSON.

Truth is a queen who has her eternal throne in heaven, and her seat of empire in the heart of God.

—BOSSUET.

Good habits are formed, and bad ones avoided, only by constant effort.

Two things we should never fret about, first, what we can prevent; and second, what we cannot prevent.

No sword bites so fiercely as an evil tongue.

—SIR P. SIDNEY.

Every step of progress which the world has made has been from scaffold to scaffold, and from stake to stake.

—WENDELL PHILLIPS.

Delays have dangerous ends.

—SHAKESPEARE.

Do not imagine trouble; do not borrow it.

—HENRY WARD BEECHER.

Drinking water neither makes a man sick, nor in debt, nor his wife a widow.

—JOHN NEAL.

Politeness is to do and say the kindest things in the kindest way.

Laziness grows on people; it begins in cobwebs and ends in iron chains.

TOPICS FOR DISCUSSION IN THE SCHOOL-ROOM.

NOTE.—These paragraphs can be used with great profit to pupils in thousands of schools. They may be read and questions asked concerning the subjects suggested. An interesting conversation lesson can be conducted, that will afford a great deal of both pleasure and usefulness.

ARCTIC EXPLORERS.

An exploring party, headed by A. W. Everest, a wealthy stock farmer, has just started from Winnipeg for the Arctic circle. They will go to Calgary, thence to Edmonton, and then descend the Mackenzie river, until the Arctic ocean is reached. At the mouth of the river they will build a vessel with which to round Cape Barrow, a feat that has been rarely performed. They hope to return through Behring strait and sea, and, skirting Alaska, reach Victoria in about a year's time.

PROPOSED CHANGES IN PERSIA.

An American company, composed of Eastern capitalists, proposes to revolutionize the state of affairs in Persia, by substituting modern railroads for camels, dromedaries, and horses; electric lights for tallow candles; artesian wells for primitive ditches; and a national bank for the present financial system, the basis of which is the toman, a coin worth about \$1.50. The railroad, for which a charter has already been granted, will be 600 miles in length, and will pass through the cities of Kasvin, Teheran, and Isfahan. The great advantage of the contemplated railroad line is apparent when it is stated, that it will open direct communication between Teheran and the great trans-Siberian railway, about to be built by Russian capital. The present primitive method of tunneling, to procure water, will be replaced by the modern method of sinking wells.

THE NEW STATES.

The four states, North Dakota, South Dakota, Montana, and Washington, that were recently admitted to the Union, are preparing to organize state governments. The conventions will meet at the respective capitals, except South Dakota, which will meet at Sioux Falls, on July 4. It will be the duty of the constitutional convention of North and South Dakota to appoint a joint commission, to be composed of not less than three members of each convention, whose duty it will be to assemble at Bismarck, and agree upon an equitable division of all property belonging to the territory of Dakota, and adjust and agree upon the debts of the territory, which will be paid by each of the proposed states of North and South Dakota, and this agreement will be embodied in the respective constitutions. If they reject the constitutions, the territory of Dakota will still be in existence. If either refuse, the section so rejecting, will remain as the territory of Dakota, but the governor is empowered to call a new convention to form another constitution. If the constitutions are accepted, the governor will certify the result to the President, who will proclaim them states of the Union.

CLOSER BUSINESS RELATIONS.

We are reminded that the business relations of the nations are becoming closer by the dinner of the Spanish-American Commercial Union held in New York last week. This union was formed for the purpose of opening up better mercantile facilities with Mexico, Central and South American, West Indian and Philippine island ports.

SOME CENTENNIAL FIGURES.

During the centennial over a million strangers visited New York, and the marvelous capacity of the metropolis is shown from the fact that no serious inconvenience was experienced in lodging, boarding, and transporting this immense throng of visitors. It is true, the railroads ran extra trains, and the hotels, restaurants, and boarding houses were crowded; but there were very few calls made on the "public comfort committee," for accommodations in the thousands of private houses, where strangers could have found board and lodging. It is safe to say that a million more people could have been accommodated in New York and its suburbs. The elevated railroads reached high water mark in the number of passengers carried. Their passengers numbered 765,000 on Monday, 925,000 on Tuesday, and 770,000 Wednesday. The Brooklyn bridge trains carried 150,000 on Monday, 180,000 on Tuesday, and 170,000 on Wednesday.

INDUSTRIAL CHANGES OF A CENTURY.

The newspapers are busy drawing comparisons between the industrial condition of the country to-day, and that of Washington's time. What has become of the spinning-wheel or the wooden clock? A century ago wool-carding was done by hand, and the power loom was not invented until 1830. The cotton gin had not been invented, and the spinning-jenny was yet an experiment. The manufacture of steel was in its infancy, while the coarsest pig-iron cost as much as steel rails do now. There were then no railroads, no telephones, no telegraphs, no iron bridges or buildings, no steamships, no ocean cables, no petroleum pipes, no matches, no electric lights, no gas-pipes, no rubber goods, no sewing machines, and no phonographs. The silk industry did not then exist here, and the American glass industry is the creation of the last sixty years. Boots and shoes were not then made by machinery. This is only one of the scores of industries that have been similarly revolutionized. The change in farming has been no less wonderful. Mowers, reapers, harvesters, and iron plows are the products of the last hundred years. The cost of transportation by wagon confined the area of possible production with profit, as to most crops, to the margin of navigable waters. People have better food, dress better, and, on the whole, enjoy life more than they did one hundred years ago.

A GOOD MOVE.

There has been a normal training school for teachers established in Norwich, Conn., in connection with the free academy, but the means of support has been separately provided.

Salt rheum and all skin diseases are cured by Hood's Sarsaparilla. Sold by all druggists.

PERSONALS.

MISS HORTENSE SANDERSON has a first-class select school at West Townshend, Vt.

MISS M. F. AUSTIN, formerly a prominent teacher of San Francisco, Cal., died in that city a few days ago. The remains were taken to Los Angeles, and cremated at the Rosedale crematory, in accordance with the wishes of the deceased.

HON. HENRY HOUCK, deputy state superintendent of Pennsylvania, is the conductor of the summer normal school at Morgantown, W. Va.

PROF. JOHN G. GITTINGS has charge of the Clarksburg, W. Va., schools, and they are among the best of the state.

SUPERINTENDENT CAMPBELL is a prominent candidate for reelection to the office of city superintendent of schools in Oakland, Cal.

PROF. ROBT. A. ARMSTRONG, of the West Liberty Normal school, says that the school catalogue this year will show a larger attendance than that of any former year.

HON. B. S. MORGAN, of Charleston, state superintendent of West Virginia, has recently married one of Wheeling's best teachers. He has our best wishes.

The Hamilton Club will give a dinner to PROFESSOR CHARLES E. WEST on May 11. Professor West is about to retire from the Brooklyn Heights Seminary, after sixty years of labor as an instructor, twenty-nine of which have been spent in Brooklyn.

SUPT. WILL S. MONROE, of Eureka, Nevada, is just home from a trip through California to Los Angeles, where he gave ten institute lectures, all of which were a great success.

MISS CLARA E. ROGERS, of the center intermediate school in Pittsfield, Mass., recently gave a repetition of the Washington memorial exercises held at her school February 22, at the earnest request of parents and friends.

HON. HENRY ROSENBERG, a wealthy philanthropist of Galveston, Texas, recently gave to the school children of that city a building with capacity to accommodate eight hundred and fifty pupils, at a cost of \$75,000.

PROF. HOWARD H. BLISS, of the chair of Latin at Washburn College, Topeka, Kansas, has been called as assistant pastor of Plymouth church, Brooklyn, N. Y.

SUPT. CHIDESTER, at the head of the Wichita, Kansas, schools for two years, has resigned.

PROF. STEVENS, of the Emporia, Kansas, high school, has taken the chair of assistant professor of natural science at the Kansas state university.

PROF. PAXTON YOUNG, one of Canada's leading scholars has recently passed away. He died in the harness, being carried from the class-room by his students, stricken with paralysis, in the seventy-first year of his age. Free from domestic cares and blessed with great physical strength, he lived the life of a severe student and enthusiastic teacher, retaining his energy and mental clearness almost to his last hour. His scholarship ranged over all the great literatures of Europe, and in mental and mathematical science he was the equal of the greatest specialists of this generation. His analytical power was prodigious as shown by his discovery of the general solution of quintic equations, and his lectures on Socrates, Plato, Aristotle, and Kant were remarkable for masterly clearness and thorough grasp. His tenure of the inspectorship of high schools in 1865 and 1866 marked an epoch in the history of secondary education. From 1871 he was permanent chairman of the central committee of examiners under three successive ministers of education, and his influence in that position reached every school in the country. But the crowning work of his life was done in the class-rooms of Knox College and Toronto University where as professor of mental science he endeared himself to thousands of students.

EDUCATIONAL NOTES.

SUMMER SCHOOLS.

ASBURY PARK SEASIDE SUMMER SCHOOL, Asbury Park, N. J.—July 15-Aug. 5. Edwin Shepard, 77 Court street, Newark, N. J., secretary.

CHAUTAUQUA LITERARY AND SCIENTIFIC SUMMER SCHOOL, Chautauqua, N. Y. John H. Vincent, chancellor; Lewis Miller, president; W. A. Duncan, secretary, Syracuse, N. Y.

CHRISTY SCHOOL OF METHODS, Jefferson, Ohio, July 9. Six weeks. E. J. Graves, Hartsgrove, Ohio, secretary.

DARKE COUNTY NORMAL SCHOOL, Greenville, Ohio, June 3-July 15. F. Gillum Cromer, manager.

GLENS FALLS SUMMER SCHOOL, Glens Falls, N. Y., July 30-Aug. 10. Sherman Williams, Glens Falls, N. Y., secretary.

IUKA NORMAL INSTITUTE, Iuka, Miss., June 17-July 26. H. A. Dean, Iuka, Miss.

LAKE MINNETONKA SUMMER SCHOOL, Excelsior, Minn., July 9-Aug. 2. H. B. McConnell, Minneapolis, director.

MARTHA'S VINEYARD SUMMER INSTITUTE. William A. Mowry, 16 Bromfield St., Boston, president, July 15, three weeks. A. W. Edson, manager, School of Methods, Worcester, Mass.

NATIONAL SUMMER SCHOOL, Round Lake, N. Y., July 9-30. Chas. F. King, Boston Highlands, Mass., director.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY, Philadelphia, Pa., July 1-Aug. 10. Cecil Harper, 1124 Arch street, Philadelphia, Pa., secretary.

OHIO VALLEY SUMMER SCHOOL OF METHODS, Steubenville, O., July 9-27. H. A. Mertz, Steubenville, O., secretary.

PENNSYLVANIA SUMMER SCHOOL OF METHODS, first session, Altoona, July 15-Aug. 3; second session, Norristown, Aug. 5-23. Lelia E. Patridge, Reading, Pa., president; Will S. Monroe, Eureka, Nevada, secretary.

SUMMER SCHOOL OF LANGUAGES, Amherst, Mass., July 8, five weeks. Prof. William L. Montague, Amherst, Mass., director.

SUMMER SCHOOL FOR TEACHERS, Niantic, Conn., July 2-10. Charles D. Hine, Hartford, Conn., secretary.

SUMMER SCHOOL FOR TEACHERS, Salamanca, N. Y., July 23-Aug. 16. J. J. Crandall, Salamanca, N. Y., secretary.

SUMMER SCHOOL OF METHODS, New Orleans, La. Dr. B. G. Cole, Donaldsonville, La., president.

SAUVAGEUR SUMMER SCHOOL OF LANGUAGES at the University of Vermont, Burlington, Vt., July 8-Aug. 19. Helen L. Burritt, Burlington, Vt., manager.

TEXAS SUMMER NORMAL SCHOOL, July 1-Aug. 1, Galveston, Texas. Hugh R. Conyngham, Galveston, Texas, secretary.

WEST VIRGINIA UNIVERSITY, STATE NORMAL INSTITUTE, Morgantown, W. Va., June 18-July 26. Edward S. Elliott, Morgantown, W. Va., secretary.

WHITE MOUNTAIN SUMMER SCHOOL, Bethlehem, N. H., July 15-Aug. 2. Prof. A. H. Campbell, Johnson, Vt., manager.

NATIONAL EDUCATIONAL ASSOCIATION.

NASHVILLE, TENN., July 16-19. A. P. Marble, Worcester, Mass., president; James A. Canfield, Lawrence, Kansas, secretary.

AMERICAN INSTITUTE OF INSTRUCTION, Bethlehem, N. H., July 8. Geo. Littlefield, Newport, R. I., president.

STATE ASSOCIATIONS.

ALABAMA, June 25-27, East Lake, near Birmingham. Solomon Palmer, Montgomery, president; J. A. B. Lovett, Huntsville, secretary.

ARKANSAS, June 19-21, Pine Bluff.—J. Jordan, Pine Bluff, president; Josiah H. Shinn, Little Rock, secretary.

CANADA PROVINCIAL TEACHERS' ASSOCIATION, July 5 and 6, Victoria. S. D. Pope, president.

COLORED TEACHERS' ASSOCIATION, July 2-4, Lexington, Kentucky.

DELAWARE, July 8-10, Blue Mt. House, near Pen Mur.

KENTUCKY, June 26-28, Winchester.—J. J. Glenn, president; Prof. H. H. Caruthers, 704 W. Main St., Louisville, Ky., secretary.

MARYLAND, July 8-10, Blue Mt. House, near Pen Mur.—A. G. Weimer, Cumberland, president; Albert F. Wilkerson, 1712 Lombard street, Baltimore, secretary.

MISSOURI, June 18-20, Sweet Springs.—S. S. Laws, State University, president; L. E. Wolfe, Moberly, secretary.

NEW YORK, July 2-4, Brooklyn.—E. H. Cook, Potsdam, president; A. W. Morehouse, Port Byron, secretary.

NEBRASKA, Lincoln.—Chas. E. Bessey, Lincoln, president; Emma Hart, Wisner, secretary.

NORTH CAROLINA, June 13-19, Morehead City.—Geo. F. Winston, Chapel Hill, president; Eugene G. Harrell, Raleigh, secretary.

OHIO, July 2-4, Toledo.—Prof. C. W. Bennett, Piqua, president; S. T. Logan, Westwood, secretary.

PENNSYLVANIA, July 9-11, Altoona.—E. E. Higbee, Harrisburg, president; J. P. McCoskey, Lancaster, secretary.

SOUTH CAROLINA, July 16-18, Columbia. Prof. H. B. Archer, president; Edward E. Britton, Brunson, S. C., secretary.

TEXAS, June 25-27, Galveston.—J. T. Hand, Dallas, president; Chas. T. Alexander, McKinney, secretary.

TENNESSEE, July 10-12, Nashville.—Dr. Chas. W. Dabney, Knoxville, president; Prof. Frank Goodman, Nashville, secretary.

WEST VIRGINIA, July 9-12, Morgantown.—B. S. Morgan, Charleston, president; Mary A. Jones, Charleston, secretary.

CALIFORNIA.

The Astronomical society of the Pacific held its second meeting in San Francisco, on the 30th of March. A corps of officers was elected, of which Dr. E. S. Holden was elected president, and W. M. Pierson, W. H. Lowden, and Frank Soule, vice-presidents. The next meeting will be held at Lick Observatory, on Mount Hamilton, on the last Saturday in May.

NEBRASKA.

On March 23 a large number of the teachers in Merrick county met at Central City and carried out the following program: An address of welcome by Supt. J. C. Martin, of Central City, to whose efforts the organization and meeting were largely due. "What Should Teachers' Read?" by Prin. H. B. McCollum, of Central City; "Corporal Punishment," Prin. R. J. Porter, of Clarks. The association were almost unanimously of the opinion that there were times when corporal punishment was the only possible means of reclaiming a pupil, and preserving discipline in a school.

Central City.

NEVADA.

Miss Emily B. Parke, a lady of large experience in the schools of Luzerne county, Pennsylvania, has been appointed teacher of the schools at Bullion, Elko county.

WISCONSIN.

At a recent teachers' institute held at Palmyra, a large and carefully arranged exhibit of school work was an important feature, and undoubtedly helped to swell the number in attendance, which was 212. The following papers were read: "Boys and Girls in China," Rev. Dr. Wardner, of Milton Junction; "Education from a Farmer's Standpoint," C. R. Beach, of Whitewater; "History of Southern Wisconsin," Pres. W. C. Whitford, of Milton; "Patriotism and Good Citizenship," Col. J. A. Watrous, of the Milwaukee Sunday Telegraph; "Influence of Stimulants and Narcotics," Mrs. Eva C. Griffiths, Whitewater; "Words, Their Origin and History," Prof. J. N. Humphrey, Whitewater; "Westward, the Course of Empire takes its Way," Prof. A. O. Wright, Madison; "Swiss Pictures," Miss Etta Carle, East Troy.

St. Francis.

R. A. BELDA.

PROGRAMS.

FORMAL OPENING OF THE NEW HIGH SCHOOL BUILDING, AT CRESTON, OHIO, APRIL 8.

"Formal Opening Address," Robert Bisset, president of board of education; "Response," H. B. Larrabee, city superintendent; "History of Creston High School," Mrs. H. P. Sawyer; "The Ideal High School," Prin. O. E. French; "Address," Hon. William Larrabee, governor of Iowa; "Address," Hon. Henry Sabin, state superintendent of public instruction; also "Addresses," by Mayor Patterson and other representative citizens.

LINCOLN COUNTY TEACHERS' NORMAL INSTITUTE, CANTON, SOUTH DAKOTA, APRIL 1.

Prof. A. F. Bartlett, of Yankton College, conductor, assisted by L. S. Rowell and Miss Nona Miller, of Canton; C. B. Isham, county superintendent.

ORANGE COUNTY TEACHERS' INSTITUTE, MONROE, N. Y. APRIL 8-12.

Institute was in charge of Henry R. Sanford, A.M., of Syracuse, N. Y.; Prof. Mark M. Maycock, of the Buffalo Normal School, gave instruction in drawing. D. A. Morrison, school commissioner.

LOS ANGELES TEACHERS' INSTITUTE, LOS ANGELES, CAL., APRIL 1-5.

Address by T. A. Saxon, president Co. board of education; "Literature," "Supplementary Reading," "Reading and Thought-Getting," "Letter and Composition Writing," "Geography and Land Modeling," by Prof. Will S. Monroe, Eureka, Nevada; "Narcotics," Mrs. Ida Blochman, Santa Barbara, Cal.; "Entomology," Prof. M. L. Seymour, Los Angeles, Cal.; "Vocal Music," Prof. J. A. Scarritt, Orange, Cal.; "Numbers," F. H. Ginn, Oakland, Cal.; "How To Study Mind," Prof. C. C. Boynton, Pasadena, Cal.; "Orthography," Supt. M. Manley, city superintendent, Santa Ana, Cal. Hon. Ira G. Hoitt, State Superintendent, Prof. Jas. A. Foshay, principal Monrovia school were also present, and took part in the exercises.

NORTHERN ILLINOIS TEACHERS' ASSOCIATION, AURORA, APRIL 26-27.

"The Duty of the Hour," E. E. White, LL.D., superintendent of schools, Cincinnati, O.; "The Recitation," Supt. Charles McMurray, South Evanston, Ill.; "What Shall the Public Schools do to Prepare Pupils for Citizenship," Prof. J. W. Jenks, Galesburg, Ill.; discussed by Supt. O. T. Bright, Englewood, Ill.; Prin. W. H. Hatch, Rock Island, Ill.; S. B. Hursh, Sterling, Ill., president; Miss Ella L. Jenks, Rockford, Ill., secretary.

LANE COUNTY TEACHERS' INSTITUTE, EUGENE CITY, OREGON, APRIL 10-12.

"Address of Welcome," Hon. Seymour W. Condon, Eugene City; "Response," Supt. T. O. Hutchinson, Oakland, Oregon; "The Value of Graphic Illustration in Teaching," Prof. W. N. Hull, Corvallis, Oregon; Lectures by Prof. Mark Bailey, State University, and Rev. W. Rollins, Salem, Oregon.

TWO TEACHERS' ASSOCIATIONS.

The following are some of the important subjects to be discussed at the Kentucky State Teachers' Annual Association, to be held at Winchester, June 26-28: "The Best Means to Secure Local Taxation to Supplement the State Fund," J. H. Morton; "Recent Educational Literature," R. H. Carothers; "Kentucky Normal Schools, Past, Present, and Future," Hon. A. L. Peterman; "County and State Exposition of School Work," L. W. Galbreath; "How to Secure Public Sentiment in Favor of Better Schools," Judge W. M. Beckner; "A Southern Association," R. N. Roark; "Normal Schools—What We Need and How to Get it," Hiram Roberts; "What Shall be the Relation between the State Teachers' Association and the National Association?" A. H. Beals; "Civics," T. M. Goodknight; "Manual Training and Industrial Education," F. L. Kern. Hon. J. J. Glenn, Madisonville, president; R. H. Carothers, Louisville, secretary.

THE EAST VICTORIA TEACHERS' ASSOCIATION, Ontario, Canada, will be held at Lindsay, May 16 and 17. "Arithmetic, Multiple, and Measure" (with class), W. F. O'Boyle; "Future Canada," Miss S. Broadway; "Essentials of Good Reading and Speaking," R. Lewis; "School Management," Miss M. B. Prior; "Science in Public Schools," W. H. Stevens, B.A.; "Marks," Paul J. Maloney; "Defects in Reading and Speaking, and how to Remedy Them," R. Lewis; "History," Neil McEachern; "Influence of Surroundings," E. A. Hardy, B.A.; "Agriculture in Public Schools," Miss Caroline Bourn; "How to Secure Expression in Reading," R. Lewis; "Seat-Work for Pupils," P. Lahy; "Entrance Grammar," Inspector J. M. Knight. J. C. Harstone, president; John Head, Lindsay, Ontario, secretary.

THE SOUTH-WESTERN KANSAS TEACHERS' ASSOCIATION.

The teachers of South-western Kansas are thoroughly alive, as was shown by the attendance at the first semi-annual meeting of the South-Western Kansas Association, which was held at Garden City, April 19 and 20. Between seventy-five and one hundred teachers were present, representing fifteen counties. Mayor Wallace welcomed the teachers in a neat address, and told how he had succeeded in a very difficult school, viz., by determination, grit, and work. Supt. McKinsley, of Haskell county, responded, and in the course of his remarks named the qualifications of a teacher, one of which was, "he should be a Christian." Some of the important papers were "Government," by Supt. R. S. Hill, of Garden City; "The Newspaper in the Public Schools," by Prin. C. C. White, of Syracuse; "The Effects of Stimulants and Narcotics," Miss Coffey, of Grant county; "Cultivation of the Art of Expression," A. E. Hook, Richfield. Much credit is due the president, Mr. John Groendyke, of Dodge City, and Mrs. Anna S. Wise, superintendent of Finney county, secretary, for the untiring zeal manifested in effecting the organization of the association.

OFFICERS.—President, F. B. Brown, superintendent Grant county; vice president, Miss C. N. Harkness, county superintendent Ness county; secretary, Mrs. Wood, superintendent Finney county; ex. com., Miss Fanny Thome, county superintendent Ford county; N. H. Mendenhall, county superintendent Meade county; Curtis P. Coe, principle Richfield, Norton county.

The next meeting will be held at Dodge City at Thanksgiving time.

CENTRAL KANSAS TEACHERS' MEETING.

The first meeting of the Central Kansas teachers at Junction City, March 29 and 30, was attended by ninety-two teachers. An organization was formed under the name of the Spear-Winans Association, the name being in honor of a former state superintendent, H. C. Spear, and the present one, G. W. Winans, both of whom lived in Junction City. Six counties were represented. A good program was carried out, and the following officers elected for the ensuing year: President, J. H. Lee, superintendent Riley county; vice president, Supt. Bushey, Morris county; secretary, Miss Wood, Junction City; treasurer, Miss Maude Murphy, Abilene; executive committee, J. S. Ford, Abilene; S. V. Mallory, Junction City; Prof. Bloss, Clay Center. The place of the next meeting has not been decided upon.

C. M. HARGER.

REPORT OF THE COMMISSIONER OF EDUCATION.

In chapter II. of the report for 1886-87, will be found the growth of enrollment of children of school age, average daily attendance, private schools, salaries of teachers, ten years' growth of the public school system, education in the South, chief state school officers.

Chapter IV. embraces discussions of educational questions by state superintendents and others. The following question, asked in the autumn of 1887, is answered by all the states: "Is the study of physiology and hygiene, with special reference to the effects of stimulants and narcotics required by law, and in what grades?" Supt. Dutton, of New Haven, Conn., gives some interesting facts concerning "Supervision."

Women as principals, school savings banks, examinations and promotions are discussed in chapter V. Mr. Alvin F. Pease, superintendent of the Pawtucket, R. I., schools, gives his reasons for believing in the superiority of male principals.

Chapters VI., VII. and VIII., call attention to the general recognition of the importance of normal training, summer schools, general progress of kindergarten training, and comparative statistics of secondary schools. Superior instruction for women, also admission of women to Columbia College, is noticed in chapter IX.

Manual and industrial training in the public schools is discussed by superintendents of different states in chapter X.

Reports of the education of the deaf, blind, feeble-minded, juvenile delinquents, the Indians, and the colored race are given in chapter XI.

Chapter XXI. "Can School Programs be Shortened and enriched," a paper by Charles William Elliot, LL.D., president of Harvard University, at Washington, Feb. 16, 1888; "The High School Question," by John W. Holcombe, superintendent of public instruction, Indiana; "Medical Colleges, and the Medical Profession," by Charles Warren, A.M., M.D.

An index to the publications of the Bureau of Education is given in the closing chapter. Space forbids our mentioning more of the many valuable subjects in this report, but it is full of interest to all educational workers, and should be carefully read.

ARTICLES INTERESTING TO TEACHERS IN RECENT MAGAZINES.

Athens, The American School at.—May *Cosmop.*

Art in Popular Education.—May *Forum.*

Ethnic Traits, Persistence of.—(May-June) *Methodist Rev.*

Educational Grievances of Catholics.—May *Cath. World.*

Education, Unripe Fruit of in India.—April *Leisure Hour.*

Industrial Schools for Indians and Negroes.—(Jan., Feb. and March) *Church Rev.*

Japan, High Schools and Colleges in.—April *Our Day.*

Language and Literature of the Age.—April *Edinburgh Rev.*

Plants, The Brain Power of.—April *Nat. Rev.*

Prohibition in Canada and the United States.—May *Eclectic.*

Parliament and the Scottish Universities.—April *West. Rev.*

Science, Warfare of.—May *Forum.*

School Examinations.—May *Forum.*

Skepticism in American Colleges (May 2) *Christian Advocate.*

Sciences, Beginning at Mugley School.—May *P. S. Month.*

Tree Planting and Arbor Day.—May *N. A. Rev.*

The Double Brain.—April *Mind.*

The Saloon as a Political Power.—May *Forum.*

Women as Social Reformers.—April *Nat. Rev.*

What is Reality?—May *Andover Rev.*

AT HOME.

NEW YORK CITY.

There was no session of the public schools last Tuesday and Wednesday, but work was resumed on Thursday.

Arbor Day exercises were held in the public schools of Brooklyn last week Friday.

A part of the lecture by Mrs. F. Funston on "Vertical Lines in United States History," recently delivered before the Female Grammar School Teachers' Mutual Improvement Association, of which she is president, will appear in our columns soon. The object of the lecture is to stimulate teachers to come forward and give others the benefit of their study and thought.

In the lecture she deals mainly with the military campaigns, for in this world great principles are established by great conflicts. She describes the topography and settlement of the country at the time of the Revolution, the opinions and conditions which led to the war, and in each annual campaign, the plan of each combatant, the movement and its effect on the spirit of the war. This is treated in a purely philosophical spirit, bringing out the cause and results of the war in an exceedingly luminous and impressive manner. Mrs. Funston purposes giving a series of lectures.

The *New York Tribune* says: "The public school battalions, eight in all, easily carried off the marching honors of the day." "The President was highly amused and gratified by their skill and discipline, and said to one of the party with him that the little fellows marched better as a body, than many of the soldiery, in Monday's parade. The school-boys were marked down as the star division on the printed list. They fully justified the confidence of the organizers of the display." "The boys marched like veterans 'next to the regulars themselves' said a gray-headed veteran, as he watched the formation of the public school detachment, 'there's been no better discipline in the Centennial parade.'"

The course of free lectures in the public school-houses of this city was brought to a close last week. The high character of the lectures of this course has been sustained from its beginning to its end. Take, for example, the titles of the six that were recently given: "Electricity at Work—Dynamics and Motors," "The Chemistry of Healthy Homes," "The Relation of Oxygen to Life," "Microscopic Life on the Seashore," "Fundamental Legal Principles Applicable to Work People," "Four Great European Powers." The lectures have been well attended and have been instructive to all those who heard them.

Superintendent Jasper has just sent to the principals in all the public schools copies of letters received from General A. P. Ketum, grand marshal of the educational division in the Cen-

tennial parade, and from President J. Edward Simmons. The letters commend the marching of the boys, and were read in the schools on Wednesday. General Butterfield has requested from Mr. Jasper a full statement of the march, which will be sent him at once. The boys are confident that they will secure one of the gold medals which General Butterfield promised the division that showed the greatest proficiency in marching, and we have no doubt they will.

FIVE THOUSAND BOYS AND GIRLS VIEW THE REVOLUTIONARY RELICS.

In response to an invitation extended to the public school boys and girls of the grammar departments by Henry G. Marquand, 5,000 school children were enabled last Saturday morning to view the wonderful loan collection of valuable pictures and memorials of the Revolutionary period in the Metropolitan Opera House. As early as 8 o'clock hundreds of the bright-faced boys and girls gathered on the sidewalk opposite the Opera House, patiently waiting admittance. At 9 o'clock the doors were opened: the young folks filed in, headed by their class teachers, who were handed printed catalogues. The children were highly delighted with the "show," and voted it better than "any circus." Rev. Dr. Potter was introduced to the children from a platform by Mr. Marquand, and spoke on topics in keeping with the occasion, for twenty minutes. The little folks returned home shortly before noon.

THE SCHOOL BUILDING WAS NOT THE CAUSE.

The building committee of the board of education have investigated about the death of Miss Rebecca Gibbs, a teacher in grammar school No. 54, in West One-hundred-and-twenty-fifth street. Dr. I. B. Reed, Miss Gibbs' physician, who reported her death to the board of health from typhoid-malaria, contracted in the school, said that he had made the report on her own statements, which he afterward confirmed by a visit to the school. The report of the health board on Miss Gibbs' home, where she died, showed that it was defective in sanitary conditions, and she would have been more likely to contract her disease there than in the school.

PROFESSOR BICKMORE.

The value of Prof. Bickmore's lectures, before the teachers of this city and neighborhood, is indicated by his program of exploration for the coming summer. He goes to the head of Lake Superior by way of the great lakes, up the Nipigon river, by the Canadian Pacific to the coast, and thence by steamer to Alaska. He will return with an immense supply of material, which few men are better qualified to collect, classify, and put to use.

LONG ISLAND CITY.

During the centennial celebration, many people erected stands to accommodate their friends and to let for gain, but the big-hearted mayor of this city did the act without a parallel. Mayor Gleason erected a stand on Union Square, opposite Tiffany's, of 100 ft. front, for the pupils of the public schools in this city. Full 800 assembled at the First ward schools on Tuesday morning. They formed a line, and headed by the mayor, marched to the stand by the 34th street ferry. The board of education, Supt. Pardee, the principals, and a detachment of police looked closely after the welfare of the children on the march. At the close of the day they returned as they went. On Wednesday over 1,000 children saw the parade in the same way. Thus nearly 1900 children were given a chance to see one of the parades.

It was a generous act on the part of Mayor Gleason, for he paid all the expenses, and it will long be remembered by the children.

The forenoon of April 29 was devoted in the First ward school to centennial exercises. As they have no suitable assembly room, to accommodate parents, each class prepared and carried out a program. All the school-rooms were appropriately decorated.

Friday morning the grammar classes devoted some time to Arbor Day exercises. These consisted of memory gems relating to trees and plants, an account of the historical trees, a short talk from the principal, A. Hall Burdick, upon the benefits of trees, preceded by a conversation between principal and pupils upon the day and what it meant.

The vote upon the state tree resulted in a large majority in favor of the oak.

Next year the First ward school hopes to be fully settled in its new building, and will celebrate the day by appropriate tree-planting.

Long Island City, N. Y.

We regret to learn of the sad affliction that has come upon our esteemed friend, Mr. O. M. Brands, superintendent of schools, Paterson, N. J., in the death of one of his little boys. We tender him and his family our sympathy in their bereavement.

CORRESPONDENCE.

AN EXCELLENT ASSOCIATION.

To the Editors of THE SCHOOL JOURNAL:

The Teachers' Mutual Benefit Association of New York City, is a voluntary association now 2,000 strong, the members of which lay down monthly one per cent. of their salary toward the support of aged or otherwise physically disqualified teachers. This body has the true spirit. It has determined to take care of its own. To increase the permanent fund, a large fair is to be held next winter from which no doubt a handsome sum will be realized. Initiatory to this fair, a unique spectacular entertainment under the direction of the famous artist Carl Marwig, will be given in the Metropolitan Opera House on Thursday evening, May 23 at 8 o'clock, and a Saturday matinee, May 25, at 2 o'clock. The money realized from this entertainment is to be used in establishing the fair. A large list of patrons and patronesses has been secured. Numerous sub-

scriptions have flowed in. A 32-page program is in preparation, to be a souvenir of the occasion. Everyone interested in the welfare of our public school teachers should unite with them in furthering the worthy end they have in view.

E. D. SHIMER.

ILLNESS OF PRINCIPAL.

To the Editors of THE SCHOOL JOURNAL:

When a principal is ill three or four weeks, should a substitute procured by the school board, receive the principal's full salary for the time he serves.

A. J. S.

A substitute for a principal should not receive the same salary as the principal for the time he serves, because he enters into his work. A substitute should endeavor to fall directly in the line of the principal's work. However much he might desire to make changes he should not do it. His only work is to continue the school, so that the principal may take it again when he returns, in as nearly the same condition as it would have been had he remained at his post. The amount of salary a substitute receives should be arranged by contract before the work commences. Thus trouble will be avoided.

CHANGES IN NORTH CAROLINA.

To the Editors of THE SCHOOL JOURNAL:

The recent body of law-makers failed to pass the bill establishing a state training school for teachers. Several important changes were, however, made in the school law, among which were the following: (1.) All summer normal schools are abolished, and the money which has heretofore been used in these schools, is now appropriated for county institutes. (2.) All teachers holding first-grade certificates, must, within one year, pass a satisfactory examination in Page's "Theory and Practice of Teaching." (3.) The county superintendents and the two institute conductors, constitute a board which may issue first-grade certificates, good for three years. There is some strong opposition in this state to taxation for public schools, and the papers talk about the "dangerous classes." Who are these "dangerous classes"? Every man or woman that is indifferent to the interests of home and state, and native land, belongs to the most dangerous class in the bosom of our national life. He who denies his child an education, is an enemy to the child and to the state that protects that child.

Winston.

W. B.

NOTES FROM TENNESSEE.

To the Editors of THE SCHOOL JOURNAL:

Supt. Smith, in his recent report, the largest and most complete ever offered in this state, gives much encouraging information concerning our educational work. Contrasting the first year of our common school history, (1873) with the year just closed, he shows an increase of nearly 100 per cent. both in enrollment and in the average daily attendance. The value of school-houses, and school furniture, has advanced nearly 500 per cent. The number of school districts has been decreased; thus enabling each county to employ better teachers, and to lengthen the school term.

Institutes and teachers' meetings have increased many hundred fold. One of the greatest draw-backs to the efficiency of our schools, is the shortness of the free term; but even in this respect, Supt. Smith's report shows improvement. Altogether our teachers feel encouraged by the outlook, and, while we have no uncalled for eulogies to bestow upon our incomplete system, we do not feel like giving up. To the N. E. A. we expect to contribute as much of our best brain and zeal as the "law allows us;" and from it draw as large a supply of wisdom and encouragement, as our heads and hearts can contain.

Stanton Depot.

W. D. POWELL.

SUPPLEMENTARY READING.

To the Editors of THE SCHOOL JOURNAL:

I have no time for supplementary reading. I know my pupils ought to get a love for literature, but they do not, and the truth is, I have so much to do in order to get through with my prescribed work that I cannot bring in anything outside of what is given me to do. So all of your talk about supplementary reading fails to have any effect upon me. To say the least, I am discouraged.

Penna.

WILHELM M. MAGINSON.

Your discouragement is not real; it is in your imagination. This is at fault. Your pupils have plenty of time for supplementary reading, unless you give them too many tasks to do out of school. Bring in interesting and instructive stories, and live descriptions. Get pictures, and talk about them, and get your pupils to do the same. By all means, do not allow your pupils to get into the ruts of text-book work so deep as not to be acquainted with the world of literature, science, and art outside.

LENGTH OF THE MISSISSIPPI RIVER.

To the Editors of THE SCHOOL JOURNAL:

Please tell me the exact length of the Mississippi river? Ohio.

H. M. B.

No one, not gifted with omniscience can answer the foregoing query—not because it is impossible to chart the length of the river at this particular season, but because the length of this river, as well as that of every large

stream flowing through an alluvial formation is constantly changing. Since the time of La Salle's memorable voyage the length of the river between Keokuk and the gulf has varied more than 150 miles. Davis' cut at Palmyra Bend shortened the river about 32 miles at a single place. The cut-offs at Commerce, at Glenora, at Duncansby, at Vicksburg, and at Coles Creek Landing, have shortened the river as much more. If instead of burdening pupils' minds with "exact lengths" of rivers, the querist will question her pupils, so as to develop the reasons why a river is constantly extending its channel in long, sinuous loops, and making a cut-off across the neck, she will have taught her pupils something worth knowing about the geography of rivers. Take your class out of doors some rainy day and watch rain-formed rivulets that trickle along the road. The operation of every law that governs the flowing of the Mississippi, or that of the Colorado, can be studied in these rills. Instead of answering the query approximately, I will refer you to the reports of Engineers Simpson and d'Argue, U. S. A., in Ex. Doc. 49, 2nd session of 45th Congress. This volume, which is full of interesting information concerning the statistics, and hydrography of the Mississippi river, can be obtained at the expense of a two-cent stamp.

Philadelphia, Pa.

J. W. REDWAY.

NOT USING SCHOOL READERS.

To the Editors of THE SCHOOL JOURNAL:

I have almost dispensed with "Readers" in my school, substituting books of travel, stories, poems, and sketches, from which I select every day a certain number of words. These I write on blackboard, and require pupils to copy them and supply definitions and diacritical marks. In addition to the regular lessons in geography, I give them every Monday morning ten or twelve questions, to which they find and write answers, these being read and discussed on Friday. The pupils and parents take a lively interest in these questions, the object of which is to stimulate inquiries and encourage a taste for reading.

Enterprise, Miss.

A. E. RUNIPH.

STATE UNIVERSITY AT AUSTIN, TEXAS.

To the Editors of THE SCHOOL JOURNAL:

Texas has crowned the apex of her educational system with a magnificent state university at Austin. It offers free tuition and is open to young persons of both sexes on equal terms. It embraces courses in arts, letters, science, and law. It has unrivaled laboratory facilities, and the best selected library in the state. It provides special courses for post-graduate studies. Twenty high schools have been admitted as auxiliary, to prepare students for the freshman class. The number of students last year was two hundred and forty-five, of whom one hundred and ninety-two were males, and fifty-three females.

Weatherford, Texas.

B. W. WILLIAMS.

EDUCATION IN THE SOUTH.

We beg our readers' pardon for neglecting to keep our promise made in the JOURNAL of March 23, in reference to education in the South. An unusual press of other material has prevented this answer before. Mr. J. T. Gaines, of Kentucky, in a recent communication, implied that some of our articles have appeared to "end up with a dark hint of something dreadful, if we could only speak out." We have no dark hints, nor have we anything dreadful to reveal. The columns of the SCHOOL JOURNAL have always advocated Southern claims, not because they were Southern claims, but because they were just ones. We know Southern men and Northern men, Southern schools and Northern schools, and we believe that the average Southern school is as good, and no better than the average Northern school, and the average Southern teacher has as large a heart, and no larger than the average Northern teacher. We do not believe that the size of heads, or the weight of hearts, or the excellency of schools, is determined by lines of latitude and longitude. We know of many very excellent teachers, both North and South of Mason and Dixon's line, but it is undeniable that the North has had during the past twenty years more money than the South. This is owing to the unfortunate unpleasantness that occurred about twenty-five years ago; it is well known that the North has been very liberal in endowing Southern institutions; but we also know that the Southern people have given as much in proportion to their means for their own schools as the Northern people. Of course their means have been more limited, and so the amount given is smaller. We have generous men from the Southern point of Florida, to the most Northern point of the state of Washington, and they are scattered all along from the "Golden Gate" to Eastport, Maine. Let us be thankful that our country is producing so many, whose large hearts and wise heads are promoting education in all parts of our land. We have been somewhat exercised concerning the education of the poor whites and the poor blacks. Just how to get at these classes is something that we yet cannot tell. We know that many in the South are studying the same question. Time will bring everything around right. The world is growing better; so, Bro. Gaines, let us abide hoping and working, and shake hands in a common cause.

BOOK DEPARTMENT.

NEW BOOKS.

HYGIENIC PHYSIOLOGY. With Special Reference to the Use of Alcoholic Drinks and Narcotics. Being a Revised Edition of the Fourteen Weeks in Human Physiology. By Joel Dorman Steele, Ph.D. Enlarged Edition. With Selected Readings. A. S. Barnes & Co., New York and Chicago. 401 pp. \$1.00.

There are found in this book, the same excellent and popular features that have appeared in all the volumes of Dr. Steele's Science Series, and among them, are colored lithographs illustrating the general facts in physiology, blackboard analysis at the beginning of each chapter, practical questions at the close of each chapter, and carefully prepared sections upon the physiological action of alcohol, tobacco, and opium, throughout the book, are given in foot-notes and text experiments that can be performed by teacher and pupil, and which will induce some simple dissections on their part. Ventilation is thoroughly discussed, unusual space being given to that important topic. Hints about the sick-room, the use of disinfectants, antidotes for poisons, and other useful and valuable subjects are treated in this volume.

SCHOOL MUSIC. A Series of Papers From the American Teacher, 1888. By W. S. Tilden. Boston: New England Publishing Co. 38 pp. 20 cents.

These valuable articles, appearing in the form of a neat pamphlet, treat of "Music for Children of the First-Year Grade," "The Child's Power in Music-Reading Must Grow With His Growth," "How Music Appeals to a Child," "Methods in Reading Music," "Songs and Tunes for Education," "Development of Tone-Perception," "Standards of Criticism in School Music," and "Avoid One-Sidedness in School Music."

CHOPIN AND OTHER MUSICAL ESSAYS. By Henry T. Finck. New York: Charles Scribner's Sons. \$1.50.

The essay on Chopin that opens this volume strikes at once the interest of every person interested in music, its performance, and its history. The author sets the life of great piano composer before us with the vivid strokes of an appreciative friend. He counts Chopin's "Preludes" as the finest examples of piano-forte writing, and their possible loss as the most unfortunate that could befall piano players. The remarks on his different compositions, manner of writing, temperament, and characteristics, are treated from a more personal point than usual with a biographer, which brightens the recital very much. The topics of the other essays are "How Composers Work," "Schumann as Mirrored in his Letters," "Music and Morals," "Italian and German Vocal Styles," and "German Opera in New York." We understand that each of these was successful as a lecture delivered by the writer in New York, and their book form presents them to a larger audience of readers and owners.

ELEMENTS OF COMPOSITION AND GRAMMAR. Gordon A. Southworth and F. B. Goddard, Ph.D. Leach, Shewell & Sanborn. Boston and New York. 304 pp.

As its title implies, the design of this book is two-fold,—1. to provide children with such training in the use of good English as they cannot get by the study of grammar alone, and 2. to teach them the essential facts in regard to the structure of sentences, and the kinds, forms, and uses of words, the material for which is given in abundance in the first nine chapters, while in the rest of the book the grammar of the language is so presented as to be thoroughly intelligible to children. Beginning with the sentence at chapter X., the essentials of grammatical form and structure are simply and clearly presented. Each subject is fully explained and illustrated, often by inductive exercises. No chapter is entitled syntax; but the construction of sentences is developed from the beginning as fully as practicable. A new and simple method is followed in the presenting of the analysis of sentences; its value has been tested both in illustrating blackboard work, and in the preparation of lessons by classes. The book is practical, useful, and interesting.

TOM BROWN AT RUGBY. By an Old Boy. (Thomas Hughes.) Edited by Clara Weaver Robinson. Boston: Ginn & Co., Publishers. 387 pp. 60 cents.

This is one of the "Classics for Children" series, and is a well known and much admired book. There are but few school boys who have not read "Tom Brown at Rugby." There is also an excellent biographical sketch of Thomas Hughes, the author, who has caught and immortalized the spirit of his teacher's work, the teacher being Dr. Arnold. The book is full of just such anecdotes of school life among boys as boys especially like to read.

A TREATISE ON CO-OPERATIVE SAVINGS AND LOAN ASSOCIATIONS. Including Building and Loan Associations, Mutual Saving and Loan Associations, Accumulating Fund Associations, Co-Operative Banks, etc. With Appendix Containing Laws, Precedents, and Forms. By Seymour Dexter. New York: D. Appleton & Co. 299 pp. \$1.25.

There is no form of direct co-operation among men of limited means that attracts more attention at the present time, than the class of associations which have been grouped in this volume under the name of co-operative savings and loan associations. It has been the aim of the author in its preparation: 1. To fill an apparent demand for information relating to this form of co-operation, and to place it in such a form that all who desire may obtain it. 2. To explain the principles upon which the typical association is founded, in such a way that the reader may easily understand the subject. 3. To describe the important variations from the typical association now in operation, tracing their development and the causes which have induced them, and briefly discuss their merits. 4. To furnish a complete guide to all persons who desire to organize, giving safe, equitable, and successful methods. 5. To correct false notions which are often entertained in regard to premiums, and benefits to borrowers. 6. To print in a convenient form the status in this country authorizing the formation of associations and the legislation relating to them, the New York act of 1887, and the laws of Massachusetts. There are nine chapters in the book besides an appendix which gives the laws of New York, Pennsylvania, Massachusetts, and Ohio. A full index is also given.

THE YOUNG IDEA, or Common School Culture. By Caroline B. Le Row. Cassell & Co., Limited, 104-106 Fourth Avenue, New York. 214 pp.

The fourteen chapters, which compose this uncommon little volume, are full of things laughable, pathetic, and instructive. It might be considered by some, rather a good joke, and end there, but it goes much farther. Its quaint and laughable pages teach some very important lessons. The ridiculous answers given by some of the pupils, in response to the questioning of their teacher, show minds that will work—and, if not guided in the right way, they will choose a way of their own, make answers to suit their own ideas of the subject, the result of observation. It seems to the reader of this book an almost impossible thing to imagine the writer keeping her face straight long enough to see what she wrote, for the book is more laughable, even, than "English as She is Taught." The thoughtful teacher and reader will see much in it to rouse some very lively thinking, at least. The lessons it teaches are useful and practical.

REPORTS.

FORCE AND ENERGY: A Theory of Dynamics. By Grant Allen. New York: The Humboldt Publishing Co., 24 East Fourth street. 56 pp. 15 cents.

This is an expansion of a pamphlet that was published at Oxford in 1875 for distribution to a few physical specialists. The author does not wish to appear dogmatic, but with all due modesty puts it forth as an endeavor to express in words the fundamental constitution of the universe as it appears to a particular inquirer.

EIGHTH ANNUAL REPORT OF THE PUBLIC EDUCATION ASSOCIATION OF PHILADELPHIA, 1888. William W. Justice, chairman of the executive committee.

The object of this association is to promote the efficiency and perfect the system of public education in Philadelphia. The aim is to make it a center for work, and a medium for the expression of opinions in all matters pertaining to education. About two hundred of the most progressive educators in the city are members of the association. Among the enterprises to which the association can lay claim are the cooking classes in the normal school, and the exposition in Horticultural Hall. A project has been submitted to the board of education for a high school for girls in applied household science.

LITERARY NOTES.

D. C. HEATH & Co. who publish the Old South Leaflets, have just added "Washington's Letter to Benjamin Harrison," governor of Virginia in 1784, on the Potomac navigation scheme and the general question of the opening of the West.

ROBERTS BROTHERS have just published the following: "Ethical Religion," by William Mackenzie Salter; "In His Name," by E. E. Hale; "London of To-day;" "A Rambling Story," by Mary Cowden Clarke.

CUPPLES & HURD issue a volume of poems by William Hunter Birkhead, entitled "Changing Moods."

S. C. GRIGGS & Co. have among their latest publications "Anderson's Norse Mythology," and "Viking Tales of the North."

D. APPLETON & Co. have just issued from their press an interesting volume, "The Folk-Lore of Plants," by T. F. Threlkeld Dyer.

D. LOTHROP Co. have recently published some bright children's books, including "The Little Red Shop," by Margaret Sidney, and "Tom's Street," by Mrs. S. H. Graham Clarke.

MAGAZINES.

Lippincott's Magazine for May has an article by Edward W. Bok, in which he relates his experience in collecting autographs, consisting of 12,000 letters and royal documents. Mr. Bok now holds a position in the Scribner publishing house. The Magazine of American History for May contains more centennial features, among which is an account of "Washington's Historic Luncheon in Elizabeth." Among the other articles are: "Oak Hall, the Home of President Monroe," "Indiana's First Settlement," and "The Harrisons of History." The following are among the articles in the May Atlantic: "Temperance Legislation," "Uses and Limits," by Charles Worcester Clark; "Omar Khayyam," by Frank Dempster Sherman; "Brandywine, Germantown, and Saratoga," by John Fiske; "A Paris Exposition in Dishabille," by William Henry Bishop; "The Philosophy and Poetry of Tears," by J. T. L. Preston; "The Bell of Saint Basil's," by Elizabeth Stuart Phelps; "Reflections after a Wandering Life in Australasia," by Josiah Royce; "The Lawyer in National Politics," by Frank Gaylord Cook. In the May Forum, President W. De W. Hyde, of Bowdoin College, analyzes the part that examination properly conducted, should play in the work of education, and he shows how examinations, as actually conducted, really defeat the purpose of education, and make school-work an injury rather than a benefit. The same number contains a suggestive article by Prof. James M. Hoppin, of Yale University, on the place that art is playing, and should play in popular education. Trowbridge's popular serial, "The Adventures of David Vane and David Crane," is closed in the May number of Wide Awake. Mrs. J. C. Fremont has a long story of the mining days of California, entitled "Besieged." Mrs. Frances A. Humphrey describes a May-day celebration in an English village. In the White House series, "The Household of Andrew Jackson" is described.

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FOR GENTLEMEN.—College Professors (several in leading Universities and Colleges, \$800 to \$2,000. For Normal work, \$800 to \$1,500. For Superintendents and Principals, \$600 to \$2,000. For High School, Academy, Seminary, etc., \$450 to \$1,000. For Grade work, \$400 to \$600. Other vacancies are coming in daily. If you expect to locate elsewhere, it will be to your interest to send for our circulars. Your best hope of success is with an Agency that puts forth effort to get vacancies for its members, and that gets them; that does not put its members on "wild goose chase" after the "probable," the "imaginary" or the "heavenly" vacancy. We get more vacancies direct from employers than all other western Agencies combined. Address, THE SCHOOL AND COLLEGE BUREAU. C. J. ALBERT, Manager, ELMHURST, ILL.

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